

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Springs Unified School District

CDS Code: 33-67173-0000000

School Year: 2025-26

LEA contact information:

Simone Kovats, Ed.D.

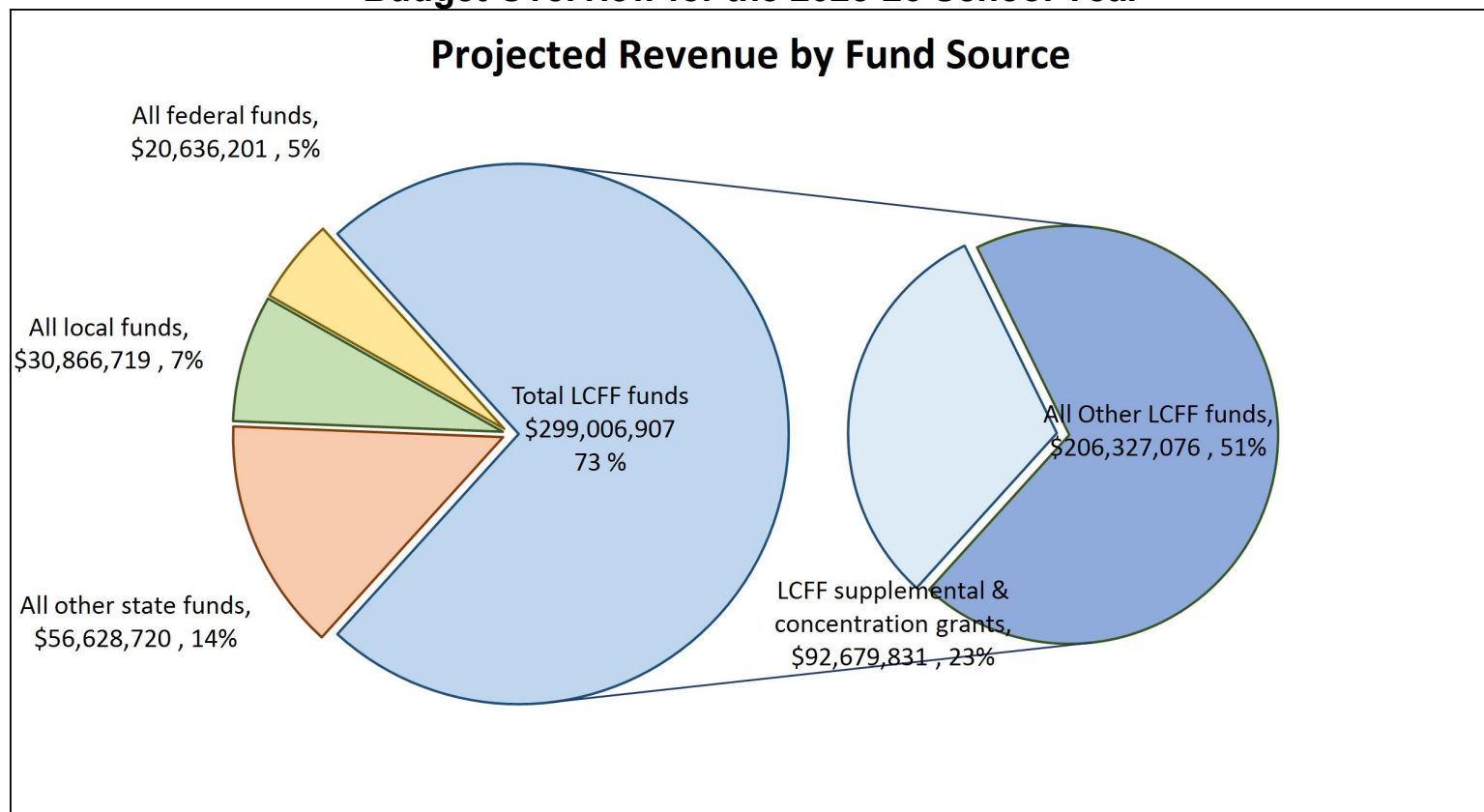
Assistant Superintendent - Educational Services

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(760) 883-2703

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

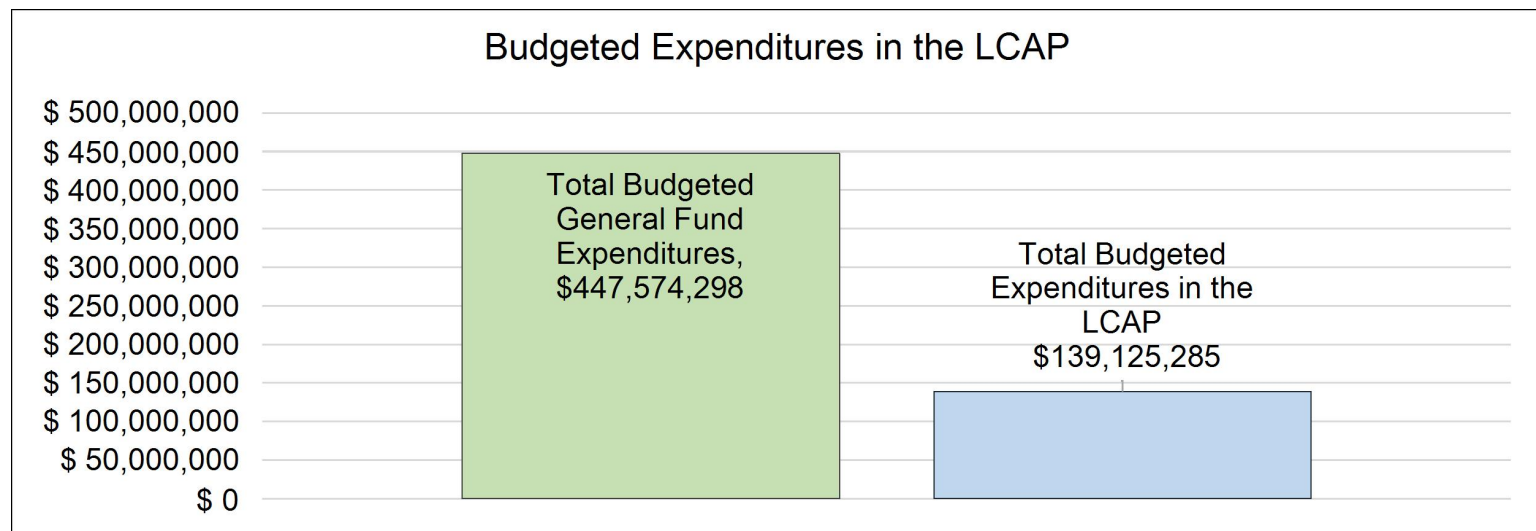


This chart shows the total general purpose revenue Palm Springs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palm Springs Unified School District is \$407,138,547, of which \$299,006,907 is Local Control Funding Formula (LCFF), \$56,628,720 is other state funds, \$30,866,719 is local funds, and \$20,636,201 is federal funds. Of the \$299,006,907 in LCFF Funds, \$92,679,831 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Palm Springs Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palm Springs Unified School District plans to spend \$447,574,298 for the 2025-26 school year. Of that amount, \$139,125,285 is tied to actions/services in the LCAP and \$308,449,013 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

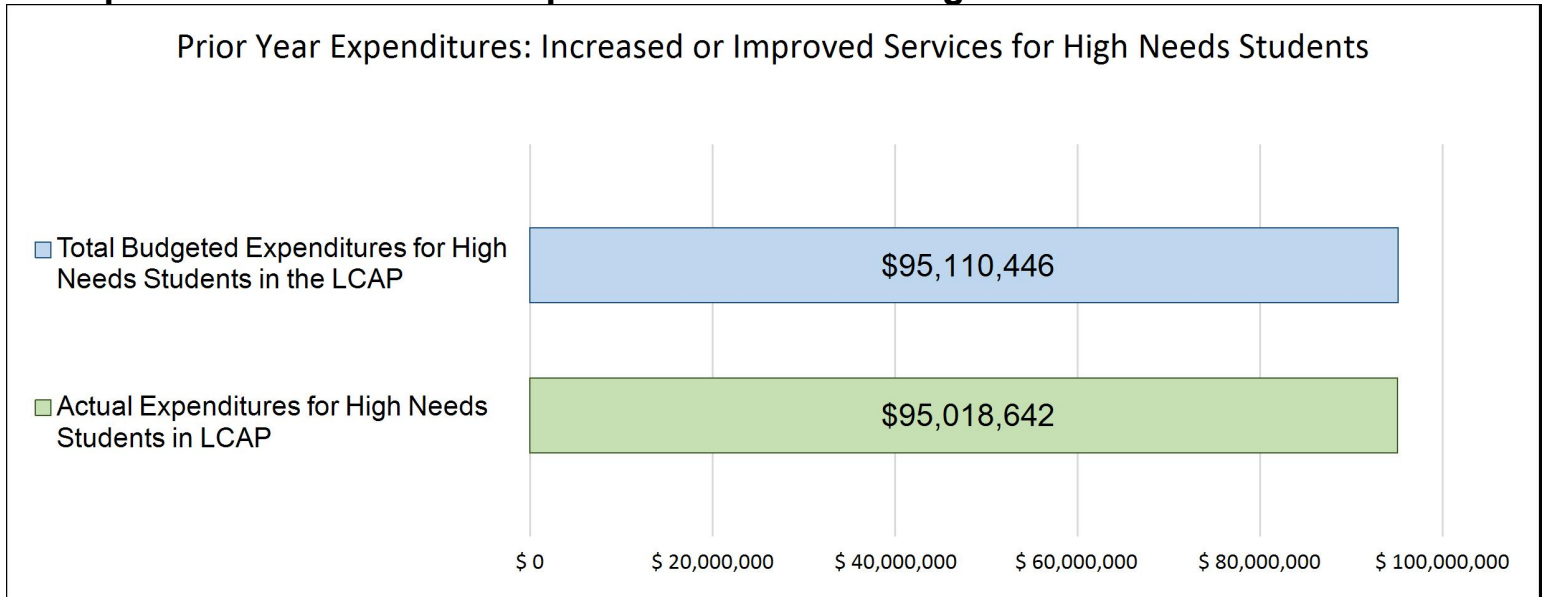
General operating costs are not included in the LCAP. The majority of general funds expenditures not included in the LCAP are comprised of certificated, classified, and administrative/supervisory salaries and benefits. Approved textbooks and core curriculum materials are also not included in the LCAP. Transportation, facilities, maintenance, and operations costs account for the remaining general fund budget.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Palm Springs Unified School District is projecting it will receive \$92,679,831 based on the enrollment of foster youth, English learner, and low-income students. Palm Springs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palm Springs Unified School District plans to spend \$93,170,486 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Palm Springs Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palm Springs Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Palm Springs Unified School District's LCAP budgeted \$95,110,446 for planned actions to increase or improve services for high needs students. Palm Springs Unified School District actually spent \$95,018,642 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$91,804 had the following impact on Palm Springs Unified School District's ability to increase or improve services for high needs students:

PSUSD received \$8,512 less LCFF Supplemental and Concentration funds in 2024-25 as budgeted at time of LCAP writing due in part to declining enrollment in the district. Corresponding budgetary reductions in non-Supplemental and Concentration LCFF funds that were included in the LCAP also resulted in reduced expenditures in this category, however programs and services were not negatively impacted by the budgetary adjustments.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palm Springs Unified School District	Simone Kovats, Ed.D. Assistant Superintendent - Educational Services	skovats@psusd.us (760) 883-2703

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Palm Springs Unified School District (PSUSD) serves the students and families in the communities of Palm Springs, Cathedral City, Desert Hot Springs, Palm Desert, Rancho Mirage and Thousand Palms. The district is comprised of fifteen elementary schools, one K-8 Charter school, five middle schools, four comprehensive high schools, and alternative education programs. Palm Springs Unified School District currently serves approximately 19,566 students. Of these students 81.9% are Hispanic, 8.5% White, 3.9% African American, 1.6% Filipino, 0.8% Asian, 0.4% American Indian, 0.2% Pacific Islander and 2.8% Two or More Races. Approximately 28.5% of PSUSD students are classified as English Learners. In 2024-25, 95% of students served in PSUSD qualified as socioeconomically disadvantaged. The district also served approximately 200 identified foster children and approximately 10.5% of students identified as homeless, with each group monitored by district staff to ensure they have the greatest opportunity for success. Three schools were identified in 2024-25 as Equity Multiplier eligible schools: Mt. San Jacinto High School, Desert Learning Academy, and Julius Corsini Elementary School.

The district’s certificated staff, including teachers, administrators and support staff comprises 1,397 employees. Approximately 1,779 classified staff members provide additional support to school sites. Special Education services are provided to approximately 2,488 students. PSUSD offers 12 CTE academies and pathways, and seven schools operated AVID programs in 2024-25.

PSUSD's mission statement is "Lifelong Learning Starts Here." This mission statement was collaboratively developed with the PSUSD School Board, district administration, certificated and classified staff, parents, students, and community members during the 2017-18 school year.

The district's vision statement is "All members of Palm Springs Unified School District are united in our commitment to equity. We create deep, meaningful learning opportunities, build professionalism, and engage parents and community, to ensure success for all students. All students graduate with the skills, capacities and confidence needed to succeed in a rapidly changing world." PSUSD also operates under a set of belief statements which encompass topics such as: Student Success; Culture, Relationships, and Social Emotional Health; Professionalism, Communication, and Collaboration; Deep, Meaningful Learning Opportunities; and Community and Parent Engagement. The mission, vision, and guiding statements were utilized to create elementary and secondary instructional maps which outline the instruction that all PSUSD students will receive as a student in our district. These instructional maps are periodically revised to reflect the current priorities of the district in response to changing student performance and needs.

PSUSD's commitment to equity resulted in the development of a district Equity Statement. The statement reads: "Palm Springs Unified School District is committed to an equitable, socially just, and anti-racist educational system that is based on fairness, dignity and democracy in order to foster student success. We serve and honor our diverse student body in regards to ethnicity, language, culture, national origin, socio-economic status, age, physical and mental ability, sexual orientation, gender identity, religious beliefs and family structure. We commit to be an anti-racist and anti-discriminatory learning community that creates safe learning spaces where all students are welcomed, included, and respected. Every student, every day."

PSUSD's LCAP encompasses the district's commitment to equity, principally directed towards English learners, low income students, and foster youth. All goals and actions are established through the lens of principally impacting the achievement of high needs students. PSUSD is committed to improving student achievement and ensuring that all students are college and career ready through working in partnership with our district community to share in the vision of providing students a safe, rigorous, and engaging environment with learning experiences from highly qualified staff. PSUSD uses data, including state and local assessments, to ensure the effectiveness of our instructional programs and to monitor the progress of students toward college and career readiness, with specific focus on supporting low income students, English learners, and foster youth.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Fall 2023 California School Dashboard Information

Per the Fall 2023 release of the California School Dashboard, the "all students" group within PSUSD reported in the lowest performance level (Red) for Chronic Absenteeism. Results for the "all students" group reported in the Orange performance level in English Language Arts (ELA), Mathematics, and Suspension Rate. In addition, the "all students" group reported in the Yellow performance level for Graduation Rate and at a medium status level on the College/Career Indicator (CCI).

The district was identified for Differentiated Assistance for four student groups based on the results of the Fall 2023 Dashboard. These student groups were Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), and African American (AA) students. All four groups reported chronic absenteeism rates in the Red performance level on the Fall 2023 Dashboard. Other Fall 2023 Dashboard

indicators for these groups reporting in the Red performance level included suspension rate (SWD, FY, AA), Mathematics (EL, SWD, AI), and ELA performance (SWD, EL, FY). SWD and FY student groups reported in the Very Low status level for CCI at that time.

The following districtwide student groups within PSUSD received the lowest performance level on one or more state indicators on the Fall 2023 release of the California School Dashboard.

- ELA: English Learners (EL), Foster Youth (FY), Students with Disabilities (SWD), African American (AA), American Indian (AI)
- Mathematics: EL, SWD, AI
- Chronic Absenteeism: EL, FY, Homeless, Socioeconomically Disadvantaged (SED), SWD, AA, Filipino, Hispanic, White, and Two or More Races (TOM)
- Suspension Rate: FY, SWD, AA
- CCI: FY, SWD

The following PSUSD schools received the lowest performance level on one or more state indicators for the "all students" group on the Fall 2023 release of the California School Dashboard.

- Agua Caliente Elementary: Chronic Absenteeism, ELA
- Bella Vista Elementary: Chronic Absenteeism, English Learner Progress Indicator (ELPI)
- Bubbling Wells Elementary: Chronic Absenteeism
- Cabot Yerxa Elementary: Chronic Absenteeism, ELA
- Cahuilla Elementary: Chronic Absenteeism
- Cathedral City Elementary: Chronic Absenteeism, ELA, ELPI
- Della S. Lindley Elementary: Chronic Absenteeism, ELPI
- Desert Hot Springs High: Suspension Rate
- Desert Springs Middle: Chronic Absenteeism, Suspension Rate, ELA, Mathematics
- James Workman Middle: Chronic Absenteeism, Suspension Rate
- Julius Corsini Elementary: Chronic Absenteeism, Suspension Rate, ELPI, ELA
- Katherine Finch Elementary: Chronic Absenteeism
- Landau Elementary: Chronic Absenteeism, ELPI
- Mt. San Jacinto High: ELA, Mathematics, College/Career Indicator (CCI)
- Nellie N. Coffman Middle: Chronic Absenteeism, ELPI, Mathematics
- Painted Hills Middle: Chronic Absenteeism, Suspension Rate
- Rancho Mirage Elementary: Chronic Absenteeism
- Rancho Mirage High: Suspension Rate, ELPI
- Raymond Cree Middle: Chronic Absenteeism, Suspension Rate, ELPI
- Rio Vista Elementary: Chronic Absenteeism, ELPI
- Sunny Sands Elementary: Chronic Absenteeism
- Vista del Monte Elementary: Chronic Absenteeism

The following student groups within PSUSD schools received the lowest performance level on one or more state indicators on the Fall 2023 release of the California School Dashboard.

- Agua Caliente Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, ELA)
- Bella Vista Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism, ELA, Math), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism), TOM (Chronic Absenteeism)
- Bubbling Wells Elementary: EL (Chronic Absenteeism, ELA, Math), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA), Hispanic (Chronic Absenteeism)
- Cabot Yerxa Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, Suspension Rate, ELA), AA (Chronic Absenteeism, Suspension Rate), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Cahuilla Elementary: EL (Chronic Absenteeism), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Cathedral City Elementary: EL (Chronic Absenteeism, ELPI, ELA), Homeless (Chronic Absenteeism, ELA), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, ELA)
- Cathedral City High: EL (Suspension Rate)
- Della S. Lindley Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Desert Hot Springs High: FY (Suspension Rate), Homeless (Suspension Rate, Graduation Rate), SED (Suspension Rate), SWD (Suspension Rate, CCI), AA (Suspension Rate), White (Graduation Rate)
- Desert Learning Academy: EL (Math), Hispanic (Math)
- Desert Springs Middle: EL (Chronic Absenteeism, Suspension Rate, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Chronic Absenteeism, Suspension Rate, ELA, Math), SWD (Chronic Absenteeism, Suspension Rate, ELA, Math), AA (Chronic Absenteeism, Suspension Rate, ELA), Hispanic (Chronic Absenteeism, Suspension Rate, ELA, Math), White (Suspension Rate)
- James Workman Middle: EL (Chronic Absenteeism, Suspension Rate, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA, Math), Filipino (Suspension Rate), Hispanic (Chronic Absenteeism, Suspension Rate), White ((Chronic Absenteeism)
- Julius Corsini Elementary: EL (Chronic Absenteeism, ELPI, ELA, Math), SED (Chronic Absenteeism, Suspension Rate, ELA), SWD (Chronic Absenteeism), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism, ELA, Math), White (Chronic Absenteeism, Suspension Rate)
- Katherine Finchy Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism), TOM (Chronic Absenteeism)
- Landau Elementary: EL (Chronic Absenteeism, ELPI), SED (Chronic Absenteeism), SWD (ELA, Math), Hispanic (Chronic Absenteeism)
- Mt. San Jacinto High: EL (Math, CCI), Homeless (Suspension Rate, CCI), SED (ELA, Math, CCI), Hispanic (ELA, Math, CCI)
- Nellie N. Coffman Middle: EL (Chronic Absenteeism, ELPI, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Math, Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, Suspension Rate, Math), White (Chronic Absenteeism)

- Painted Hills Middle: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism, Suspension Rate, Math), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA), AA (Chronic Absenteeism, Suspension Rate, ELA), Hispanic (Chronic Absenteeism, Suspension Rate), White (Chronic Absenteeism, Math)
- Palm Springs High: EL (ELA, Math), AA (Suspension Rate)
- Rancho Mirage Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism)
- Rancho Mirage High: EL (ELPI, ELA), Homeless (Suspension Rate), SED (Suspension Rate), SWD (Suspension Rate), AA (Suspension Rate), Hispanic (Suspension Rate, Math), White (Suspension Rate)
- Raymond Cree Middle: EL (ELPI, Suspension Rate, ELA, Math), Homeless (Suspension Rate, Math), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, Suspension Rate, ELA), AA (Chronic Absenteeism, Math), Hispanic (Chronic Absenteeism, Suspension Rate), White (Chronic Absenteeism, Suspension Rate)
- Rio Vista Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Sunny Sands Elementary: Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Two Bunch Palms Elementary: Homeless (ELA), SWD (ELA, Math), White (Chronic Absenteeism)
- Vista del Monte Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism, Suspension Rate)

Fall 2024 California School Dashboard Information Update

The Fall 2024 Dashboard release indicated improvement in many areas. The "all students" group did not have any areas reporting in the lowest performance level (Red), indicating either maintained or improved outcomes in all Dashboard indicator areas. Fall 2024 results for the "all students" group reported in the Orange performance level in English Language Arts (ELA), Mathematics, and English Learner Performance Indicator (ELPI). The "all students" group reported in the Yellow performance level for Suspension Rate, Chronic Absenteeism Rate, and for the College/Career Indicator (CCI) on the Fall 2024 Dashboard. A Green performance level was reported for the "all students" group in Graduation Rate in the Fall 2024 release. Science results were preliminarily posted on the Fall 2024 Dashboard using a Distance From Standard model. The "all students" group reported at 19.8 points below standard through this measure. CDE released updated information in March 2025 indicating that the Science indicator would move to a different reporting scale system and associated performance levels starting with the Fall 2025 release, the details of which will be provided in the 2026-27 LCAP.

Outcomes related to Differentiated Assistance improved based on the Fall 2024 Dashboard release. SWDs, ELs, and AA student groups all exited Differentiated Assistance status based on improved outcomes in the Fall 2024 release. PSUSD was identified for Differentiated Assistance for two student groups based on the Fall 2024 Dashboard: Foster Youth (FY) and American Indian (AI) students. Both groups reported in the Red performance level for Chronic Absenteeism Rate on the Fall 2024 release. FY students also reported in the Red performance level in Mathematics, while the AI student group reported in the Red performance level in Suspension Rate.

The following districtwide student groups within PSUSD received the lowest performance level on one or more state indicators on the Fall 2024 release of the California School Dashboard.

- ELA: English Learners (EL), Long-Term English Learners (LTEL), and African American (AA)
- Mathematics: EL, LTEL, FY, Homeless, AA
- Chronic Absenteeism: FY, AI, Multiple Races/Two or More Races
- Suspension Rate: AI
- CCI: SWD

Similar data for school sites and school level student groups can be viewed in each school's 2025-26 School Plan for Student Achievement (SPSA).

Based on the review of performance on state released data from the Dashboard, CDE's DataQuest reporting site, and local performance indicators, identified successes include:

- 1) Per the Fall 2024 Dashboard update, PSUSD is no longer identified for Differentiated Assistance for the Students with Disabilities (SWD), English Learners (EL), or African American (AA) student groups due to improvements in outcomes.
- 2) ELA and Mathematics results on the Fall 2024 Dashboard indicated maintained results from the prior year, leading to an Orange indicator level for both measures. Most student groups either maintained the results from the prior year or showed improvements. Examples include FY students increasing by 15.5 points in ELA, SWD increasing by 4 points in both ELA and Mathematics, and significant improvement by AI students in both areas (28.3 points in ELA, 30.4 points in mathematics).
- 3) Elementary reading intervention and secondary math intervention programs continue to be effective in supporting struggling students based on progress monitoring results. Star Early Literacy and Star Reading results continue to report improvement for participating elementary students, and intervention curriculum-based progress monitoring results also show improvements in reading skills. Mathematics D-F rates continue to decline for participating students in many secondary schools.
- 4) California Science Test (CAST) results reported an increase of approximately one percentage point in the percentage of students meeting or exceeding standard from 2023 to 2024, continuing the trend from the prior year.
- 5) EL reclassification rates maintained the increased rates from the prior year, reporting a rate of 9.6% on local calculations for 2023-2024.
- 6) Graduation rates increased one percentage point from 2023 (89.3%) to 2024 (90.3%), continuing the positive trajectory from the last two years. This resulted in a Green performance level for the district on the Fall 2024 Dashboard.
- 7) Rates of graduates meeting UC/CSU requirements maintained at 47.5% from 2023 to 2024. These rates indicate continued successful efforts related to credit recovery, grade recovery, performance monitoring, and counseling services related to meeting A-G requirements.
- 8) Significant improvement was reported for chronic absenteeism on the Fall 2024 Dashboard, improving by 3.7% from the prior year. Most student groups also reported declines in rates, with six student groups reporting improvements of 3.5% or higher. Although rates are still very high, this improvement is an indication that efforts to engage students in school and improve attendance are improving outcomes.
- 9) Suspension rates continue to show improvement on the Fall 2024 Dashboard. The district reported a rate of 5.3% in 2023-24, resulting in a Yellow performance level and an improvement of 1.5% from the prior year. Most student groups reported declines in suspension rates, ranging from 0.6% improvement for the Asian student group to 8.6% improvement for the Pacific Islander student group.
- 10) Local progress monitoring in 2024-25 continues to indicate improvements in both suspension rates and chronic absenteeism rates for nearly all student groups and schools, continuing an improvement trend noted on the Fall 2024 Dashboard.
- 11) Educational partner input continues to be generally positive and highlights many areas of success. Family survey results continue to report favorable ratings for district efforts in providing instruction and support for English learners (98% favorable), instruction and support in English Language Arts (97%), and equitable access to enrichment opportunities (96%). Results indicate continued improvement in providing students with mental health and counseling services (95%, +2% from prior year).

Based on the review of performance using state and local data sources, PSUSD will address the following indicators that reflect a need for improvement:

- 1) Although improving as reported on the Fall 2024 Dashboard, chronic absenteeism rates continue to be the most significant area for improvement due to performance in the Very High status level for nearly all student groups.
- 2) Per the Fall 2024 Dashboard update, PSUSD has been identified for Differentiated Assistance for two student groups: Foster Youth (FY) and American Indian (AI) students. Results indicate a need to provide supports for these groups across most Dashboard metric areas, with chronic absenteeism being a focus for both groups, suspension rate a focus area for AI students, and academic indicator performance in mathematics for FY as priorities.
- 3) Although suspension rates are improved overall as compared to prior year results, higher rates still exist for AI students (12.6%), African American (AA) students (9.3%), FY (13.5%), and SWD (7.9%) when compared to the overall district rate (5.3%) based on the Fall 2024 Dashboard.
- 4) English Language Arts performance continues to reflect a need to close learning gaps and continue learning recovery efforts. Overall performance on the Fall 2024 Dashboard was in the Orange performance level, reporting at 46.1 points below standard. Three student groups reported in the Red performance level (AA, EL, LTEL), and six student groups reported in the Orange performance level (FY, Homeless, SED, SWD, Hispanic, Multiple Races). Although these results are improved from the prior year, additional work is still needed to improve ELA outcomes for all groups.
- 5) Student group performance in mathematics performance also continues to be an area for improvement. Five student groups reported in the Red performance level (AA, EL, LTEL, FY, Homeless), and six student groups reported in the Orange performance level (SED, SWD, AI, Hispanic, White, Multiple Races). Educational partner input and local assessment data both indicate a continuing need to support students in math-related skills, with needs most present in middle and high school settings.
- 6) Educational partner input has identified ongoing needs related to school safety, mental health services, social-emotional learning supports, and school climate improvements.

The district has been identified for Differentiated Assistance for two student groups based on the results of the Fall 2024 Dashboard. As noted above, identified student groups are Foster Youth (FY) and American Indian (AI) students. Both groups reported chronic absenteeism rates in the Red performance level, with FY students also reporting in the Red performance level in mathematics, and AI students reporting in the Red performance level in suspension rate. To address these areas of need, PSUSD will adjust successful progress monitoring systems for each of these groups to provide timely supports and services to improve outcomes for these groups. Actions within the 2025-26 LCAP are noted as addressing the needs of groups for which the district was identified for Differentiated Assistance (DA). Identified actions have been shown to be effective in addressing student needs within PSUSD, as previous iterations of these actions led to making progress as measured by the California School Dashboard and local progress monitoring results both for the district as a whole and for previously identified student groups.

PSUSD remains focused on consistently improving performance for all student groups over time. The actions in the 2025-26 LCAP are designed to support a wide variety of identified student needs across multiple school settings and learning structures. The Multi-Tiered System of Support (MTSS) model in the district is designed to appropriately respond to needs in areas including academics, SEL, and mental health via various support structures. Timely adjustments will be made to programs in response to changing student needs, with local progress monitoring via universal screening, Star diagnostic testing, and common formative assessments guiding teams in targeting individual students and student group needs. Supports within the LCAP will continue to be supplemented by Expanded Learning

Opportunities programs to create connected support structures that link the school day to before school, after school, and intersession offerings. PSUSD will continue to capitalize on successes from previously implemented Universal Design for Learning training, Professional Learning Communities training, training in subject-specific evidence-based strategies, create responsive support structures based on common assessment results, and improve pedagogical and conceptual knowledge of mathematics and related strategies. Training in the Science of Reading continues to complement literacy support structures in the elementary setting to address learning needs related to reading, writing, and literacy skills. Progress monitoring structures that have proven effective will continue to ensure students stay on track to meet UC/CSU requirements, increase the number of students identified as "prepared" via the CCI, and increase graduation rates.

Learning Recovery Emergency Block Grant (LREBG) Actions

Aligned with the outcomes of the local LREBG needs assessment conducted during the 2024-25 academic year, PSUSD will continue to utilize LREBG funds to address areas of need in English Language Arts performance, mathematics performance, and addressing needs related to chronic absenteeism. The rationale for the use of LREBG funds in these supporting actions can be found in each action description within the Goal sections of the LCAP. Rationales include the alignment with allowable uses of LREBG funds and information regarding how the action addresses areas of need identified in the LREBG needs assessment. Services provided in the 2025-26 LCAP, funded in whole or in part with LREBG funds, are located in the following actions.

- Goal 1, Action 5: MTSS Academic Supports
- Goal 3, Action 6: MTSS SEL and Behavioral Supports
- Goal 3, Action 8: School Social Workers
- Goal 3, Action 11: Community Liaisons
- Goal 3, Action 12: Prevention Specialists

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

PSUSD was identified for Differentiated Assistance (DA) for two student groups according to the Fall 2024 release of the California School Dashboard. These student groups and corresponding performance levels on the Fall 2024 Dashboard are:

- Foster Youth (FY): Red in Chronic Absenteeism and Mathematics; Orange in ELA; Yellow in CCI, Graduation Rate, and Suspension Rate
- American Indian (AI): Red in Chronic Absenteeism and Suspension Rate; Orange in Mathematics; Yellow in ELA

Multiple layers of technical assistance were initiated as part of improving outcomes for students during the 2023-24 academic year and continued through the 2024-25 academic year. PSUSD continued to partner with the Riverside County Office of Education (RCOE) for multiple support structures. This work included an ongoing transcript analysis process conducted at the high school level through the district's A-G Completion Improvement Plan. This analysis process provided insights regarding grading practices, internal barriers towards meeting course completion and various graduation requirements (inclusive of CCI components), and needs related to course counseling and scheduling practices. RCOE administrators continued work with elementary school principals in the process of developing school site literacy

plans as part of both improving reading and ELA outcomes and as part of implementation of the Learning Coaches and Reading Specialists grant program. As an extension of this technical assistance work, significant training was conducted in the Language Essentials for Teachers of Reading and Spelling (LETRS) methodology related to the science of reading.

A formal Differentiated Assistance meeting was held between PSUSD administration and RCOE administration on December 3, 2024. The meeting included district strengths and weaknesses, discussion around successful actions which led to improvement in results, and consultation regarding current district practices and improvement efforts related to the needs of FY and AI students. Meeting outcomes indicated that current practices and planned actions were evidence-based, aligned with the identified needs of the targeted student groups, and successful in improving outcomes. Additional technical assistance will be sought from RCOE and the California Collaborative for Educational Excellence (CCEE) as appropriate, based on internal progress monitoring of action effectiveness and any new needs identified through ongoing needs assessment processes. In addition, PSUSD staff participates in RCOE network meetings and trainings, leading to continued support for the district through the collaborative structures and professional learning opportunities.

Actions designed to support DA-related student groups include:

- Goal 1 Action 5: MTSS Academic Supports
- Goal 1 Action 9: High School Graduation and A-G Support
- Goal 1 Action 20: Technical Assistance - Academics
- Goal 3 Action 1: Supplemental Counselors
- Goal 3 Action 2: Mental Health Support
- Goal 3 Action 6: MTSS SEL and Behavioral Supports
- Goal 3 Action 14: Technical Assistance - School Attendance Plans

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

All five schools eligible for Comprehensive Support and Improvement (CSI) based on the results of the Fall 2023 California School Dashboard exited CSI status based on the results of the Fall 2024 California School Dashboard. Due to the improvement in results for these five schools, PSUSD has zero schools eligible for CSI for the 2025-26 academic year.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

PSUSD has zero schools eligible for CSI for the 2025-26 academic year. Support will continue to be provided to school sites to address student and school needs, including for schools eligible for Additional Technical Support and Improvement (ATSI) and Technical Support and Improvement (TSI) statuses. If PSUSD sites become eligible for CSI during the next identification window (based on the Fall 2026 California

School Dashboard), Educational Services will re-implement the successful support process outlined in the 2024-25 LCAP for plan development, implementation, and monitoring.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

PSUSD has zero schools eligible for CSI for the 2025-26 academic year. Monitoring and evaluating effectiveness efforts will continue to be provided to school sites to address student and school needs, including for schools eligible for Additional Technical Support and Improvement (ATSI) and Technical Support and Improvement (TSI) statuses. If PSUSD sites become eligible for CSI during the next identification window (based on the Fall 2026 California School Dashboard), Educational Services will re-implement the successful monitoring and evaluating effectiveness processes outlined in the 2024-25 LCAP for plan development, implementation, and monitoring.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	PSUSD utilizes multiple access points for engaging teachers in the LCAP development process. Teachers are included on the PSUSD LCAP District Advisory Team (DAT), providing classroom perspectives in the discussion of action effectiveness and student needs. The DAT team met five times during the 2024-25 academic year to review the current status of the district and offer input regarding the 2025-26 LCAP (10/21/24, 1/13/25, 2/10/25, 3/10/25, 3/31/25). In addition, the Superintendent's Certificated Forum group reviewed LCAP topics and provided input for the LCAP on 2/26/25. As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for teachers to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2025 and April 2025.
Principals and Administrators	Principals and administrators are included on the PSUSD LCAP District Advisory Team (DAT), providing input into actions to address needs. The DAT team met five times during the 2024-25 academic year to review the current status of the district and offer input regarding the 2025-26 LCAP (10/21/24, 1/13/25, 2/10/25, 3/10/25, 3/31/25). Site administrators meet monthly with district administrators with meeting agendas often including opportunities to identify school or system needs to support students. Curriculum and Instruction Directors meet regularly with principals in "check-in" sessions to discuss needs and collect input on district actions. As in past years, two different survey systems (Panorama and ThoughtExchange) were

Educational Partner(s)	Process for Engagement
	provided for administrators to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2025 and April 2025.
Other School Personnel	The PSUSD District Advisory Team (DAT) includes various other school personnel, including but not limited to school administrative assistance, community liaisons, and prevention specialists. As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for all other school staff to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2025 and April 2025.
Local Bargaining Units	In addition to the noted engagement interactions for the above employee groups, the district provide opportunities for bargaining unit member engagement via the district's Superintendent's Forum meeting structure. The Superintendent's Classified Forum group and the Certificated Forum group reviewed LCAP topics and provided input for the LCAP in separate meetings on 2/27/25. The current Palm Springs Teacher's Association President is also a participating member of the PSUSD LCAP DAT group, which meets regularly throughout the year regarding LCAP development topics as noted above.
Parents and Families	Parent and family input was collected in multiple ways throughout the LCAP development window. PSUSD's two different survey systems (Panorama and ThoughtExchange) were also provided for parents to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2025 and April 2025. School Site Councils were consulted regarding school SPSA input, which was collected and reviewed as part of LCAP development. Parent Advisory Committee (PAC) meetings are held throughout the year via the PSUSD Family Center, allowing groups of parents to share their thoughts and discuss district needs in regular intervals. Although input collected from PAC meetings throughout the year was also considered, a dedicated LCAP input meeting was held with each PAC in order to allow for LCAP-specific updates and input collection in a protected timeframe. These PAC LCAP input meeting dates were as follows: Superintendent's

Educational Partner(s)	Process for Engagement
	PAC 11/13/24 and 2/26/25, African American PAC 3/10/25, Special Education PAC 3/12/25, Parents In Action PAC 3/18/25.
PSUSD LCAP Parent Advisory Committee (LCAP Parent Ambassadors)	The LCAP Parent Ambassadors (LCAP PAC) group met five times during the 2024-25 academic year. Meeting dates were 8/26/24, 10/28/24, 1/27/25, 2/24/25, and 3/24/25. Each meeting featured an agenda that included data reviews, discussion regarding federal Title fund usage, action reviews, discussion around LCAP related topics, and sharing of perceived needs and successes. The final three meetings focused primarily on the three main broad goals of the LCAP document structure, with deep discussions surrounding each topic and sharing ideas regarding priorities and possible actions. Survey participation was encouraged during the Spring 2025 sessions, with links and QR codes shared that could be further distributed to other families at each school site.
District English Learner Advisory Committee (DELAC)	DELAC reviewed the LCAP and provided input in two separate sessions during the 2024-25 academic year. On 1/30/25, DELAC was presented with the current Dashboard status for the district, an outline of the 2025-26 state budget according to the Governor's January Budget Proposal, and details regarding current year LCAP actions. DELAC members collaborated on identifying successes and areas in need of improvement from their perspective. On 3/27/25, an update was provided on the 2025-26 LCAP development, and DELAC members were asked to identify priorities and action recommendations. Public and written comments were collected in both sessions and responded to in writing. Survey participation was encouraged at both sessions, with links and QR codes shared that could be further distributed to other families at each school site.
Students	As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for students to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2025 and April 2025. The new LCAP Student Ambassadors group, serving the functions of the required student advisory committee for the LCAP, met throughout the year to provide input and share perspectives regarding district LCAP actions and needs at schools. The LCAP Student Ambassadors group included students from each high school and represented a variety of student types,

Educational Partner(s)	Process for Engagement
	<p>demographics, and program participation. The sessions were formatted to maximize student interaction, with small groups discussing LCAP related topics and documenting their conversations in group-developed poster formats. Meeting dates for the Student LCAP Ambassadors were as follows: 9/18/24, 11/13/24, 2/5/25, 3/19/25.</p>
<p>Equity Multiplier - Mt. San Jacinto High School, Desert Learning Academy, and Julius Corsini Elementary</p>	<p>Input was collected regarding Equity Multiplier funded actions across multiple sessions, with qualifying schools supported by the district's Director of State and Federal Programs. Staff meetings were held at all three school sites discussing student needs and areas identified by Red performance indicators on the Fall 2024 release of the California School Dashboard (JC 2/26/25, MSJ 3/26/25, DLA 4/4/25). Each school also collected input from parents/families through dedicated discussions around the funding source, allowability, and identified needs. School Site Councils and ELAC membership were consulted regarding needs and possible actions. Input and findings collected through SPSA development process, including survey data and needs assessment outcomes, were also used to determine the best use of funds to provide evidence-based services primarily targeting improvement in areas with Red performance indicators, addressing TSI or ATSI student group needs, or low performance on the California School Dashboard.</p>
<p>SELPA Consultation</p>	<p>The 2025-26 LCAP draft was presented to and discussed with the area SELPA Administrator on April 25, 2025. The discussion included how SWD are supported within the 2025-26 LCAP and the connections between LCAP actions and the district's Compliance and Improvement Monitoring (CIM) plan efforts.</p>
<p>Board of Education</p>	<p>The Mid-Year Report for the 2024-25 LCAP was presented to the Board of Education at the regularly scheduled meeting on February 26, 2025. The 2025-26 LCAP was presented at the regularly scheduled Board of Education meeting on June 10, 2025, for the Public Hearing. The 2025-26 LCAP was adopted at the regularly scheduled Board of Education meeting on June 24, 2025.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Based on data analysis and recommendations from educational partners, actions have been updated for the 2025-26 version of the current three-year LCAP to support low income (LI), English learner (EL), and foster youth (FY) students. Due to current budget reduction conditions, most feedback and input meeting discussions were centered around prioritizing needs and services to support ongoing student needs and sourcing recommendations to address newly identified needs. Input collected through discussion-based sessions, such as those conducted through PAC and DAT meetings, were analyzed in conjunction with survey data to identify priorities for LCAP Goals 1, 2, and 3, with actions aligned to needs identified in the process. Similarly, input collected for the three Equity Multiplier eligible school sites were used in conjunction with actions in both the PSUSD LCAP and each school's SPSA to develop LCAP goals specific to each school to address Red performance levels and low performance areas on the California School Dashboard (Goals 4, 5, and 6). The following actions and priorities were identified through the analysis of educational partner input and were expanded upon, modified, or added based on feedback and input as noted for the 2025-26 academic year:

Academic Achievement (Goal 1):

- Instructional coaches and systemic professional development opportunities will continue to provide certificated and classified staff strategies and support to meet the needs of students - Goal 1 Actions 1 and 2
- Implementation of the Universal Design for Learning Framework and associated training will continue to be integrated into classrooms and into the district MTSS model - Goal 1 Actions 2, 5, 12, and 13
- Continue to provide and expand access to technology and STEM related activities with improved technology and programs - Goal 1 Action 4
- Academic intervention programs and supports continue to be supported as part of the Multi-Tiered Systems of Supports (MTSS) Model to serve the needs of LI, EL, and FY students - Goal 1 Action 5
- Primary reading intervention and secondary mathematics intervention programs will continue to support the needs of LI, EL, and FY students - Goal 1 Action 5
- Services will continue to be provided to EL and LTEL students in language development and intervention support - Goal 1 Actions 6 and 7
- Elementary STEAM teachers will continue to provide interactive lessons to LI, EL, and FY students in the applied facets of science, technology, engineering, art, and mathematics – Goal 1 Action 17
- Ensuring that high needs students have access to various arts programs and enrichment experiences - Goal 1 Action 18
- Various interventions and extended day opportunities including tutoring and extended school year opportunities will continue to be supported - Goal 1 Action 19

Parent and Community Partnerships (Goal 2):

- The Family Engagement Center will offer workshops, classes, and services targeting the needs of LI, EL, and FY student families throughout the district based on ongoing parent and family input - Goal 2 Action 1
- Family and Community Engagement (FACE) specialists, will continue to support schools in actively engaging parents in their children's learning and building school community - Goal 2 Action 2
- Communications staff will continue to refine practices and systems in response to educational partner input about aligning communication systems and broadening outreach – Goal 2 Action 3

Safe and Secure Environments (Goal 3):

- Additional counselors continue to be provided as support to LI, EL, and FY students - Goal 3 Action 1
- Mental health services will continue to be offered for LI, EL, and FY students in direct response to educational partner input - Goal 3 Action 2
- Various services within the MTSS structure will continue to provide LI, EL, and FY students with SEL, behavioral, and academic supports – Goal 3 Action 6
- Safety initiatives will continue to be addressed through campus security personnel, staff training, supervision aide hours, and MTSS supports - Goal 3 Actions 6, 7, and 10
- Social workers provide support, intervention, and resources to families and students in an effort to reduce chronic absenteeism and increase student attendance in school - Goal 3 Action 8
- Health related services will continue to be offered at schools to address LI, EL, and FY student conditions and needs - Goal 3 Action 9

Mt. San Jacinto High School Equity Multiplier Focus Goal (Goal 4):

- Expanded offerings for students to access CCI requirements, including additional arts and new hospitality-related CTE course offerings - Goal 4 Actions 1 and 2
- Intervention and learning supports for students during and outside of the school day - Goal 4 Action 3
- Professional development in evidence-based practices designed to best support students in alternate education settings - Goal 4 Action 4
- SEL and behavioral supports for students through the school's wellness center - Goal 4 Action 5

Desert Learning Academy Equity Multiplier Focus Goal (Goal 5):

- Expanded course offerings related to CCI - Goal 5 Action 1
- Additional mathematics course offerings in high school and evidence-based intervention supports - Goal 5 Action 2
- Support for improving attendance during in-person learning segments and reducing chronic absenteeism rates through family contact and supports - Goal 5 Action 3
- Additional supports within the school day and improvements to the site MTSS systems - Goal 5 Action 4

Julius Corsini Elementary School Equity Multiplier Focus Goal (Goal 6):

- Professional development and coaching related to the school's Professional Learning Community structures - Goal 6 Action 1
- Outreach to support students and families identified as chronically absent to remove barriers to school attendance - Goal 6 Action 2
- Additional academic intervention supports for both ELA and mathematics within the school's MTSS model - Goal 6 Action 3
- Professional development and collaborative planning for ELA and mathematics instruction, continuing successful efforts started through the school's CSI status in 2024-25 - Goal 6 Action 4

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>PSUSD seeks to promote meaningful learning opportunities for students, building critical thinking skills and grade level content mastery through creative and innovative learning experiences. As noted in the district's mission and vision statements, PSUSD is focused on ensuring that "all students graduate with the skills, capacities, and confidence to succeed in a rapidly changing world."</p> <p>The metrics listed under Goal 1, along with local measures and educational partner input, were used to develop the goal statement and develop actions intended to increase and improve academic services for LI, EL, and FY students. PSUSD has identified a variety of needs, leading to a set of actions designed to provide high quality instruction and intervention programs, opportunities for professional development, and coaching in the use of instructional strategies that are effective for improving outcomes for high needs students, and preparing students for college and career opportunities.</p> <p>The needs assessment conducted in preparation for the 2025-26 version of the LCAP identified the following:</p> <p>1. The district has been identified for Differentiated Assistance for two student groups based on the results of the Fall 2024 Dashboard: Foster Youth (FY) and American Indian (AI) students. Both groups reported chronic absenteeism rates in the Red performance level. Other indicators reporting in the lowest performance level include suspension rate (AI) and Mathematics (FY). Intervention supports and progress monitoring will be implemented to aid these groups, responding to student needs based on monthly attendance and suspension reports as well as formative and interim assessment results in 2024-25.</p> <p>2. The Fall 2024 CA School Dashboard (Dashboard) indicated district performance for the "all students" group was in the Orange performance level for both ELA and mathematics. In ELA, the all students' group distance from standard was 46.1 points below, an increase of 0.6 pts from the prior year's results, indicating continuing improvement and various intervention supports are needed. In mathematics, the</p>

- all students' group result was reported as 88.8 points below standard, a decline of 0.6 points from the prior year's results, indicating a significant need to support student learning in mathematics to continue the improvement path.
3. ELPI results on the Fall 2024 Dashboard indicate that 42.0% of ELs made progress on the Spring 2024 ELPAC, reporting in the Orange performance level. Reclassification rates for EL students in 2023-24 were maintained at 9.6%. Support structures are needed to ensure that EL students are attaining English proficiency.
 4. A-G completion rates for the class of 2024 reported at 47.5%, which is no change from the prior year's result and still an increase of 4.6% since 2020. Although this is a positive trend, strategic support and timely intervention practices related to A-G completion, including course scheduling and credit recovery practices, remain necessary to support LI, EL, and FY students in meeting these requirements.
 5. Elementary STEAM continues to generate positive feedback from educational partners, with indications that students are motivated to participate in this class structure.
 6. Professional Development efforts continue to receive positive feedback from teachers. Continued strategic professional development is needed to address student learning needs and improve instruction.

The actions in Goal 1 are intended to develop instructional and intervention systems that meet the needs of all LI, EL, and FY students. These systems are adjusted and refined to align with changing student needs through quality tiered support systems and strategic use of multiple progress monitoring data sources. A wide variety of metrics are used to measure subject-based academic performance, outcomes related to college and career readiness, and programmatic effectiveness. Based on progress monitoring using the identified metrics for Goal 1, actions are adjusted to respond to the rapidly evolving needs of students. By improving student outcomes and serving individual and group needs, PSUSD provides systems that assist students in meeting their full academic potential and provide the academic and technical skills needed for college and career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA- District Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -46.7 DfS (Orange) English Learners (EL): -84.5 DfS (Red) African American (AA): -76 DfS (Red) Socioeconomically Disadvantaged (SED): -47.6 DfS (Orange)	Fall 2024 CA School Dashboard ALL: -46.1 DfS (Orange) EL: -88.4 DfS (Red) AA: -76.9 DfS (Red) SED: -46.9 DfS (Orange) SWD: -131.9 DfS (Orange)		Fall 2026 CA School Dashboard ALL: -37.7 DfS (Yellow, avg +3 pts per year) EL: -69.5 DfS (Orange, avg +5 pts per year) AA: -55 DfS (Yellow, avg +7 pts per year)	Fall 2024 CA School Dashboard, Change Results: ALL: -0.6 pt EL: -3.9 pts AA: -0.9 pt SED: +0.7 pt SWD: +4.7 pts FY: +15.5 pts AI: +28.3 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD): -136.6 DfS (Red) Foster Youth (FY): -87 DfS (Red) American Indian (AI): -72.6 DfS (Red)	FY: -71.5 DfS (Orange) AI: -44.3 DfS (Yellow)		SED: -38.6 DfS (Yellow, avg +3 pts per year) SWD: -106.6 DfS (Orange, avg +10 pts per year) FY: -66 DfS (Orange, avg +7 pts per year) AI: -60.6 DfS (Yellow, avg +4 pts per year)	
1.2	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente ALL: -72.5 DfS (Red) SED: -72.6 DfS (Red) EL: -84 DfS (Red) SWD: -137.1 DfS (Red) HI: -73.2 DfS (Red) Bella Vista HOM: -81.5 DfS (Red) Bubbling Wells EL: -91.2 DfS (Red) SWD: -152.2 DfS (Red) Cabot Yerxa ALL: -73.5 DfS (Red) SED: -73.5 DfS (Red) EL: -76 DfS (Red) SWD: -133.8 DfS (Red)	Fall 2024 CA School Dashboard Elementary Schools Agua Caliente ALL: -72.5 DfS (Red) SED: -71.7 DfS (Red) EL: -91.4 DfS (Red) SWD: -153.2 DfS (Red) HI: -74.4 DfS (Red) Bella Vista HOM: -68.4 DfS (Yellow) Bubbling Wells		Fall 2026 CA School Dashboard Elementary Schools Agua Caliente ALL: -63.5 (Yellow, avg +3 pts per year) SED: -63.6 (Yellow, avg +3 pts per year) EL: -69 (Orange, avg +5 pts per year) SWD: -107.1 (Orange, avg +10 pts per year) HI: -64.2 (Yellow, avg +3 pts per year) Bella Vista	Fall 2024 CA School Dashboard, Change Results: Elementary Schools Agua Caliente ALL: +0.1 pt SED: +0.8 pt EL: -7.4 pts SWD: -16.1 pts HI: -1.2 pts Bella Vista HOM: +13.1pts Bubbling Wells EL: -4.2 pts SWD: +6.8 pts Cabot Yerxa ALL: -5.1 pts SED: -4.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cathedral City ES ALL: -82.4 DfS (Red) SED: -82.9 DfS (Red) EL: -100.7 DfS (Red) HOM: -95.8 DfS (Red) SWD: -184.4 DfS (Red) HI: -86.4 DfS (Red)	EL: -95.4 DfS (Red) SWD: -145.4 (Orange) Cabot Yerxa ALL: -78.6 DfS (Red) SED: -78.2 DfS (Red) EL: -88.7 DfS (Red) SWD: -135.5 DfS (Red)		HOM: -72.5 (Orange, avg +3 pts per year) Bubbling Wells EL: -82.2 (Orange, avg +3 pts per year) SWD: -142.2 (Orange, avg +10 pts per year) Cabot Yerxa ALL: -64.5 (Yellow, avg +3 pts per year) SED: -64.5 (Yellow, avg +3 pts per year) EL: -67 (Yellow, avg +3 pts per year) SWD: -103.8 (Orange, avg +10 pts per year) Cathedral City ES ALL: -73.4 (Orange, avg +3 pts per year) SED: -73.9 (Orange, avg +3 pts per year) EL: -85.7 (Orange, avg +5 pts per year)	EL: -12.7 pts SWD: -1.7 pts Cathedral City ES ALL: +13.2 pts SED: +14.8 pts EL: +14.2 pts HOM: -0.4 pt SWD: +22.4 pts HI: +15.1 pts Julius Corsini ALL: +13.9 pts SED: +14.8 pts EL: -6.9 pts HI: +16.5 pts Katherine Finchy EL: +7.9 pts SWD: +22.2pts Landau SWD: -21.4 pts Rancho Mirage ES EL: +16.7 pts Rio Vista SWD: +11.3pts Sunny Sands SWD: +23.6pts Two Bunch Palms HOM: +4.0 pts SWD: +3.1 pts
		Julius Corsini ALL: -100.6 DfS (Red) SED: -101.6 DfS (Red) EL: -107.6 DfS (Red) HI: -110.4 DfS (Red)	Cathedral City ES ALL: -68.8 DfS (Yellow) SED: -68.1 DfS (Yellow) EL: -86.5 DfS (Orange) HOM: -96.2 DfS (Red) SWD: -162 DfS (Orange) HI: -71.3 DfS (Orange)			
		Katherine Finchy EL: -72.2 DfS (Red) SWD: -147.6 DfS (Red)				
		Landau SWD: -107.8 DfS (Red)				
		Rancho Mirage ES EL: -74 DfS (Red)				
		Rio Vista SWD: -119.1 DfS (Red)				
		Sunny Sands SWD: -111.3 DfS (Red)	Julius Corsini ALL: -86.7 DfS (Orange) SED: -86.8 DfS (Orange) EL: -114.5 DfS (Red)			
		Two Bunch Palms HOM: -74.7 DfS (Red) SWD: -135.2 DfS (Red)				
		Middle Schools				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Desert Springs ALL: -83.7 DfS (Red) SED: -84.7 DfS (Red) EL: -113.1 DfS (Red) SWD: -155.5 DfS (Red) AA: -85.3 DfS (Red) HI: -86.8 DfS (Red) James Workman EL: -89.6 DfS (Red) SWD: -154.8 DfS (Red) Nellie Coffman EL: -96.7 DfS (Red) SWD: -152.3 DfS (Red) Painted Hills EL: -97.1 DfS (Red) SWD: -146.4 DfS (Red) AA: -113.2 DfS (Red) Raymond Cree EL: -79.7 DfS (Red) SWD: -131.5 DfS (Red) High Schools Mt. San Jacinto ALL: -139.3 DfS (Red) SED: -139.9 DfS (Red) HI: -129.9 DfS (Red) Palm Springs EL: -76.5 DfS (Red) Rancho Mirage EL: -93.6 DfS (Red)	HI: -93.9 DfS (Orange) Katherine Finchy EL: -64.2 DfS (Yellow) SWD: -125.4 DfS (Orange) Landau SWD: -129.2 DfS (Red) Rancho Mirage ES EL: -57.3 DfS (Yellow) Rio Vista SWD: -107.8 DfS (Orange) Sunny Sands SWD: -87.7 DfS (Orange) Two Bunch Palms HOM: -70.7 DfS (Orange) SWD: -132.1 DfS (Orange) Middle Schools Desert Springs ALL: -79.9 DfS (Orange)		HOM: -86.8 (Orange, avg +3 pts per year) SWD: -154.4 (Orange, avg +10 pts per year) HI: -77.4 (Orange, avg +3 pts per year) Julius Corsini ALL: -91.6 (Orange, avg +3 pts per year) SED: -92.6 (Orange, avg +3 pts per year) EL: -98.6 (Orange, avg +3 pts per year) HI: -95.4 (Orange, avg +5 pts per year) Katherine Finchy EL: -63.2 (Yellow, avg +3 pts per year) SWD: -117.6 (Orange, avg +10 pts per year) Landau SWD: -98.8 (Orange, avg +3 pts per year)	Middle Schools Desert Springs ALL: +3.8 pts SED: +4.2 pts EL: -6.5 pts SWD: -7.7 pts AA: -16.7 pts HI: +3.9 pts James Workman EL: +7.1 pts SWD: +16.2 pts Nellie Coffman EL: -5.1 pts SWD: -3.4 pts Painted Hills EL: -4.3 pts SWD: -8.7 pts AA: +30.9 pts Raymond Cree EL: -1.0 pt SWD: +12.2pts High Schools Mt. San Jacinto ALL: +7.5 pts SED: +9.1pts HI: -5.2 pts Palm Springs EL: -32.9 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>SED: -80.5 DfS (Orange) EL: -119.6 DfS (Red) SWD: -163.2 DfS (Red) AA: -102 DfS (No color) HI: -82.9 DfS (Orange)</p> <p>James Workman EL: -82.5 DfS (Orange) SWD: -138.6 DfS (Orange)</p> <p>Nellie Coffman EL: -101.8 DfS (Red) SWD: -155.7 DfS (Red)</p> <p>Painted Hills EL: -101.4 DfS (Red) SWD: -155.1 DfS (Red) AA: -82.3 DfS (Orange)</p> <p>Raymond Cree EL: -80.7 DfS (Red) SWD: -119.3 DfS (Orange)</p>		<p>Rancho Mirage ES EL: -65 (Yellow, avg +3 pts per year)</p> <p>Rio Vista SWD: -89.1 (Orange, avg +10 pts per year)</p> <p>Sunny Sands SWD: -81.3 (Orange, avg +10 pts per year)</p> <p>Two Bunch Palms HOM: -65.7 (Yellow, avg +3 pts per year) SWD: -105.2 (Orange, avg +10 pts per year)</p> <p>Middle Schools Desert Springs ALL: -74.7 (Orange, avg +3 pts per year) SED: -75.7 (Orange, avg +3 pts per year) EL: -83.1 (Orange, avg +10 pts per year)</p>	Rancho Mirage EL: -7.0 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>High Schools</p> <p>Mt. San Jacinto ALL: -131.8 DfS (Orange) SED: -130.8 DfS (Orange) HI: -135.1 DfS (Red)</p> <p>Palm Springs EL: -109.4 DfS (Red)</p> <p>Rancho Mirage EL: -100.6 DfS (Red)</p>		<p>SWD: -125.5 (Orange, avg +10 pts per year) AA: -76.3 (Orange, avg +3 pts per year) HI: -77.8 (Orange, avg +3 pts per year)</p> <p>James Workman EL: -80.6 (Orange, avg +3 pts per year) SWD: -124.8 (Orange, avg +10 pts per year)</p> <p>Nellie Coffman EL: -87.7 (Orange, avg +3 pts per year) SWD: -132.3 (Orange, avg +10 pts per year)</p> <p>Painted Hills EL: -88.1 (Orange, avg +3 pts per year) SWD: -116.4 (Orange, avg +10 pts per year) AA: -83.2 (Orange, avg +10 pts per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Raymond Cree EL: -70.7 (Orange, avg +3 pts per year) SWD: -101.5 (Orange, avg +10 pts per year) High Schools Mt. San Jacinto ALL: -109.3 (Orange, avg +10 pts per year) SED: -109.9 (Orange, avg +10 pts per year) HI: -99.9 (Orange, avg +10 pts per year) Palm Springs EL: -67.5 (Orange, avg +3 pts per year) Rancho Mirage HS EL: -84.6 (Orange, avg +3 pts per year)	
1.3	CAASPP Math- District Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard All Students (ALL): -88.2 DfS (Orange) English Learners (EL): -116.3 DfS (Red)	Fall 2024 CA School Dashboard ALL: -88.8 DfS (Orange) EL: -118.4 DfS (Red)		Fall 2026 CA School Dashboard All Students (ALL): -79.2 DfS (Yellow, avg +3 pts per year)	Fall 2024 CA School Dashboard, Change Results: ALL: -0.6 pt EL: -2.1 pts SED: -0.6 pt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Academic Indicator for Mathematics - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>Socioeconomically Disadvantaged (SED): -89 DfS (Orange)</p> <p>Students with Disabilities (SWD): -166.5 DfS (Red)</p> <p>Foster Youth (FY): -102.3 DfS (Orange)</p> <p>American Indian (AI): -128.4 DfS (Red)</p>	<p>SED: -89.6 DfS (Orange)</p> <p>SWD: -162.5 DfS (Orange)</p> <p>FY: -112.6 DfS (Red)</p> <p>AI: -97.9 DfS (Orange)</p>		<p>English Learners (EL): -86.3 DfS (Orange, avg +10 pts per year)</p> <p>Socioeconomically Disadvantaged (SED): -80 DfS (Yellow, avg +3 pts per year)</p> <p>Students with Disabilities (SWD): -136.5 DfS (Orange, avg +10 pts per year)</p> <p>Foster Youth (FY): -90.2 DfS (Yellow, avg +4 pts per year)</p> <p>American Indian (AI): -98.4 DfS (Orange, avg +10 pts per year)</p>	<p>SWD: +4.0 pts</p> <p>FY: -10.3 pts</p> <p>AI: +30.5 pts</p>
1.4	<p>CAASPP Math- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Academic Indicator for Mathematics - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>Elementary Schools</p> <p>Agua Caliente</p> <p>SWD: -147.3 DfS (Red)</p> <p>Bella Vista:</p> <p>HOM: -99 DfS (Red)</p> <p>Bubbling Wells</p> <p>EL: -105.1 DfS (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>Elementary Schools</p> <p>Agua Caliente</p> <p>SWD: -143.8 DfS (Orange)</p> <p>Bella Vista</p> <p>HOM: -100.2 DfS (Red)</p>		<p>Fall 2026 CA School Dashboard</p> <p>Elementary Schools</p> <p>Agua Caliente</p> <p>SWD: -117.3 DfS (Orange, avg +10 pts per year)</p> <p>Bella Vista:</p>	<p>Fall 2024 CA School Dashboard, Change Results:</p> <p>Elementary Schools</p> <p>Agua Caliente</p> <p>SWD: +3.5 pts</p> <p>Bella Vista</p> <p>HOM: -1.2 pts</p> <p>Bubbling Wells</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cathedral City ES SWD: -167.7 DfS (Red)	Bubbling Wells EL: -99.9 DfS (Orange)		HOM: -90 DfS (Yellow, avg +3 pts per year)	EL: +5.1 pts Cathedral City ES SWD: +11.0 pts
		Desert Learning Academy EL: -143 DfS (Red) HI: -106.2 DfS (Red)	Cathedral City ES SWD: -156.7 DfS (Orange)		Bubbling Wells EL: -96.1 DfS (Orange, avg +3 pts per year)	Desert Learning Academy EL: +59.3 pts HI: +17.6 pts
		Julius Corsini EL: -100.6 DfS (Red) HI: -97 DfS (Red)	Desert Learning Academy EL: -83.7 DfS (Yellow) HI: -88.6 DfS (Yellow)		Cathedral City ES SWD: -137.7 DfS (Orange, avg +10 pts per year)	Julius Corsini EL: -25.4 pts HI: -9.7 pts
		Katherine Finchy SWD: -155.4 DfS (Red)			Desert Learning Academy EL: -113 DfS (Orange, avg +10 pts per year) HI: -76.2 DfS (Yellow, avg +10 pts per year)	Katherine Finchy SWD: +27.1 pts
		Landau SWD: -114.6 DfS (Red)	Julius Corsini EL: -126 DfS (Red) HI: -106.7 DfS (Red)			Landau SWD: -9.7 pts
		Rio Vista SWD: -129.8 DfS (Red)	Katherine Finchy SWD: -128.3 DfS (Orange)			Rio Vista SWD: +2.1 pts
		Sunny Sands SWD: -110 DfS (Red)			Julius Corsini EL: -85.6 DfS (Yellow, avg +5 pts per year) HI: -88 DfS (Yellow, avg +3 pts per year)	Sunny Sands SWD: +4.2 pts
		Two Bunch Palms SWD: -145.4 DfS (Red)	Landau SWD: -124.3 DfS (Red)			Two Bunch Palms SWD: +7.7 pts
		Middle Schools	Rio Vista SWD: -127.7 DfS (Red)			Middle Schools
		Desert Springs ALL: -118.1 DfS (Red) SED: -119 DfS (Red) EL: -144.4 DfS (Red) SWD: -192.2 DfS (Red) HI: -121.4 DfS (Red)	Sunny Sands SWD: -105.8 DfS (Orange)		Katherine Finchy SWD: -125.4 DfS (Orange, avg +10 pts per year)	Desert Springs ALL: -10.1 pts SED: -9.4 pts EL: -15.0 pts SWD: -11.5 pts HI: -10.7 pts
		James Workman	Two Bunch Palms		Landau	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -136.1 DfS (Red) SWD: -207.5 DfS (Red) Nellie Coffman ALL: -107.7 DfS (Red) SED: -108.6 DfS (Red) EL: -146.4 DfS (Red) SWD: -195.7 DfS (Red) HI: -112.1 DfS (Red) Painted Hills HOM: -156.6 DfS (Red) WH: -97.7 DfS (Red) Raymond Cree EL: -126.8 DfS (Red) HOM: -139.8 DfS (Red) AA: -142.1 DfS (Red) High Schools Mt. San Jacinto ALL: -192.2 DfS (Red) SED: -191.1 DfS (Red) EL: -213 DfS (Red) HI: -183.3 DfS (Red) Palm Springs EL: -195.3 DfS (Red) Rancho Mirage HS HI: -121.4 DfS (Red)	SWD: -137.7 DfS (Orange) Middle Schools Desert Springs ALL: -128.2 DfS (Red) SED: -128.4 DfS (Red) EL: -159.4 DfS (Red) SWD: -203.7 DfS (Red) HI: -132.1 DfS (Red) James Workman EL: -127.1 DfS (Orange) SWD: -206.8 DfS (Red) Nellie Coffman ALL: -107.9 DfS (Red) SED: -108.7 DfS (Red) EL: -138.1 DfS (Orange) SWD: -192.3 DfS (Orange) HI: -110.9 DfS (Red) Painted Hills		SWD: -84.6 DfS (Yellow, avg +10 pts per year) Rio Vista SWD: -99.8 DfS (Orange, avg +10 pts per year) Sunny Sands SWD: -80 DfS (Orange, avg +10 pts per year) Two Bunch Palms SWD: -115.4 DfS (Orange, avg +10 pts per year) Middle Schools Desert Springs ALL: -74.7 DfS (Yellow, avg +3 pts per year) SED: -89 DfS (Orange, avg +10 pts per year) EL: -114.4 DfS (Orange, avg +10 pts per year) SWD: -162.2 DfS (Orange, avg +10 pts per year) HI: -91.4 DfS (Orange, avg +10 pts per year)	James Workman EL: +9.1 pts SWD: +0.7 pt Nellie Coffman ALL: -0.2 pt SED: -0.1 pt EL: +8.3 pts SWD: +3.4 pts HI: +1.2 pts Painted Hills WH: +6.0 pts HOM: +23.8 pts Raymond Cree EL: -6.2 pts HOM: +35.1 pts AA: -12.3 pts High Schools Mt. San Jacinto ALL: -3.1 pts SED: -8.1 pts EL: -3.5 pts HI: -12.2 pts Palm Springs EL: +13.2 pts Rancho Mirage HI: +10.4 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			WH: -91.7 DfS (Yellow) HOM: -132.8 DfS (Orange) Raymond Cree EL: -133 DfS (Red) HOM: -104.7 DfS (Orange) AA: -154.4 DfS (Red) High Schools Mt. San Jacinto ALL: -195.3 DfS (Red) SED: -199.2 DfS (Red) EL: -216.5 DfS (Red) HI: -195.6 DfS (Red) Palm Springs EL: -182.1 DfS (Orange) Rancho Mirage HI: -111.0 DfS (Yellow)		James Workman EL: -106.1 DfS (Orange, avg +10 pts per year) SWD: -177.5 DfS (Orange, avg +10 pts per year) Nellie Coffman ALL: -98.7 DfS (Orange, avg +3 pts per year) SED: -99.6 DfS (Orange, avg +3 pts per year) EL: -116.4 DfS (Orange, avg +10 pts per year) SWD: -165.7 DfS (Orange, avg +10 pts per year) HI: -97.1 DfS (Orange, avg +5 pts per year) Painted Hills HOM: -126.6 DfS (Orange, avg +10 pts per year) WH: -88.7 DfS (Yellow, avg +3 pts per year) Raymond Cree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>EL: -117.8 DfS (Orange, avg +3 pts per year) HOM: -109.8 DfS (Orange, avg +10 pts per year) AA: -112.1 DfS (Orange, avg +10 pts per year)</p> <p>High Schools</p> <p>Mt. San Jacinto ALL: -109.3 DfS (Yellow, avg +10 pts per year) SED: -161.1 DfS (Orange, avg +10 pts per year) EL: -183 DfS (Orange, avg +10 pts per year) HI: -114.9 DfS (Yellow, avg +5 pts per year)</p> <p>Palm Springs EL: -165.3 DfS (Orange, avg +10 pts per year)</p> <p>Rancho Mirage HS HI: -91.4 DfS (Yellow, avg +10 pts per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	California Science Test (CAST) Percentage of Students Meeting or Exceeding Standard.	Spring 2023 Results All Students (ALL): 18.7% English Learners (EL): 2.1% Hispanic (HI): 16.0% African American (AA): 10.2% Socioeconomically Disadvantaged (SED): 18.4% Students with Disabilities (SWD): 4.9% Foster Youth (FY): 11.8%	Spring 2024 Results ALL: 19.4% EL: 1.8% HI: 17.1% AA: 14.0% SED: 19.1% SWD: 4.5% FY: 0.0%		Spring 2026 Results All Students (ALL): 24.7% (avg +2% per year) English Learners (EL): 14.1% (avg +4% per year) Hispanic (HI): 22.0% (avg +2% per year) African American (AA): 19.2% (avg +3% per year) Socioeconomically Disadvantaged (SED): 24.4% (avg +2% per year) Students with Disabilities (SWD): 13.9% (avg +3% per year) Foster Youth (FY): 20.8% (avg +3% per year)	Spring 2024 Change Results ALL: +0.7% pt EL: -0.3% pt HI: +1.1% pts AA: +3.8% pts SED: +0.7% pt SWD: +0.4% pt FY: -11.8% pts
1.6	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. Results displayed as percent meeting or exceeding standard.	Spring 2023 Results All Students (ALL): 27.0% English Learners (EL): 12.6% Hispanic (HI): 24.3% African American (AA): 22.7% Socioeconomically Disadvantaged (SED): 26.6%	Spring 2024 Results ALL: 30.4% EL: 15.5% HI: 27.5% AA: 22.6% SED: 29.4% SWD: 9.5% FY: 13.3%		Spring 2026 Results All Students (ALL): 33% (avg +2% per year) English Learners (EL): 27.6% (avg +5% per year) Hispanic (HI): 30.3% (avg +2% per year)	Spring 2024 Change Results ALL: +3.4% pts EL: +2.9% pts HI: +3.2% pts AA: +0.1% pt SED: +2.8% pts SWD: +4.8% pts FY: +4.2% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD): 4.7% Foster Youth (FY): 9.1%			African American (AA): 31.7% (avg +3% per year) Socioeconomically Disadvantaged (SED): 32.6% (avg +2% per year) Students with Disabilities (SWD): 25.7% (avg +7% per year) Foster Youth (FY): 30.1% (avg +7% per year)	
1.7	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. Results displayed as percent meeting or exceeding standard.	Spring 2023 Results All Students (ALL): 15.1% English Learners (EL): 1.2% Hispanic (HI): 12.9% African American (AA): 6.1% Socioeconomically Disadvantaged (SED): 14.8% Students with Disabilities (SWD): 1.2% Foster Youth (FY): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2024 Results ALL: 17.7% EL: 1.4% HI: 15.7% AA: 9.4% SED: 17.8% SWD: 0.7% FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.		Spring 2026 Results All Students (ALL): 21.1% (avg +2% per year) English Learners (EL): 16.2% (avg +5% per year) Hispanic (HI): 18.9% (avg +2% per year) African American (AA): 18.1% (avg +4% per year) Socioeconomically Disadvantaged (SED): 20.8% (avg +2% per year) Students with Disabilities (SWD): 19.2% (avg +6% per year)	Spring 2024 Change Results ALL: +2.6% pts EL: +0.2% pt HI: +2.8% pts AA: +3.3% pts SED: +3.0% pts SWD: -0.5% pt FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth (FY): 20% or higher	
1.8	<p>English Learner Progress Indicator (ELPI)- District</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard English Learners (EL): 41.3% (Orange)</p>	<p>Fall 2024 CA School Dashboard English Learners (EL): 42.0% (Orange)</p>		<p>Fall 2026 CA School Dashboard English Learners (EL): 47.3% (Green, avg +2% per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results English Learners (EL): +0.7% pt</p>
1.9	<p>English Learner Progress Indicator (ELPI)- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>Elementary Schools</p> <p>Bella Vista EL: 36.4% (Red)</p> <p>Cathedral City ES EL: 34% (Red)</p> <p>Della Lindley EL: 42.5% (Red)</p> <p>Julius Corsini EL: 34.4% (Red)</p> <p>Landau EL: 38.8% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>Elementary Schools</p> <p>Bella Vista EL: 56.7% making progress (Blue)</p> <p>Cathedral City Elementary EL: 45.5% making progress (Green)</p> <p>Della Lindley EL: 48.7% making progress (Green)</p>		<p>Fall 2026 CA School Dashboard</p> <p>Elementary Schools</p> <p>Bella Vista EL: 42.4% (Yellow, avg +2% per year)</p> <p>Cathedral City ES EL: 40% (Yellow, avg +2% per year)</p> <p>Della Lindley EL: 48.5% (Green, avg +2% per year)</p> <p>Julius Corsini</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>Elementary Schools</p> <p>Bella Vista EL: +20.3% pts</p> <p>Cathedral City Elementary EL: +11.5% pts</p> <p>Della Lindley EL: +6.2% pts</p> <p>Julius Corsini EL: +10.9% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Rio Vista EL: 36.2% (Red)</p> <p>Middle Schools</p> <p>Nellie Coffman EL: 35.3% (Red)</p> <p>Raymond Cree EL: 43.8% (Red)</p> <p>High Schools</p> <p>Rancho Mirage HS EL: 31% (Red)</p>	<p>Julius Corsini EL: 45.3% making progress (Green)</p> <p>Landau EL: 50.6% making progress (Green)</p> <p>Rio Vista EL: 67.5% making progress (Blue)</p> <p>Middle Schools</p> <p>Nellie Coffman EL: 38.0% making progress (Yellow)</p> <p>Raymond Cree EL: 37.1% making progress (Orange)</p> <p>High Schools</p> <p>Rancho Mirage High EL: 38.7% making progress (Yellow)</p>		<p>EL: 40.4% (Yellow, avg +2% per year)</p> <p>Landau EL: 44.8% (Yellow, avg +2% per year)</p> <p>Rio Vista EL: 42.2% (Yellow, avg +2% per year)</p> <p>Middle Schools</p> <p>Nellie Coffman EL: 41.3% (Yellow, avg +2% per year)</p> <p>Raymond Cree EL: 49.8% (Green, avg +2% per year)</p> <p>High Schools</p> <p>Rancho Mirage HS EL: 37% (Yellow, avg +2% per year)</p>	<p>Landau EL: +11.8% pts</p> <p>Rio Vista EL: +31.3% pts</p> <p>Middle Schools</p> <p>Nellie Coffman EL: +2.7% pts</p> <p>Raymond Cree EL: -6.7% pts</p> <p>High Schools</p> <p>Rancho Mirage High EL: +7.7% pts</p>
1.10	<p>English Learner Redesignated Fluent English Proficient (RFEP)</p> <p>Reclassification Rate</p>	Local Calculation 2022-2023: 9.0%	Local Calculation 2023-2024: 9.6%		Local Calculation 2025-2026: 12.0% (avg +1% per year)	Local Calculation, Change Results 2023-2024: +0.6% pt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	<p>Graduation Rate Indicator- District</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 89.3% (Yellow)</p> <p>English Learners (EL): 80.9% (Green)</p> <p>Hispanic (HI): 89.4% (Yellow)</p> <p>African American (AA): 87.1% (Orange)</p> <p>Socioeconomically Disadvantaged (SED): 89.4% (Yellow)</p> <p>Students with Disabilities (SWD): 75% (Yellow)</p> <p>Foster Youth (FY): *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 90.3% (Green)</p> <p>EL: 84.1% (Green)</p> <p>HI: 90.3% (Yellow)</p> <p>AA: 86.2% (Yellow)</p> <p>SED: 90.4% (Green)</p> <p>SWD: 73.1% (Orange)</p> <p>FY: 77.4% (Yellow)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 92.3% (Green, avg +1% per year)</p> <p>English Learners (EL): 86.9% (Green, avg +1% per year)</p> <p>Hispanic (HI): 92.4% (Green, avg +1% per year)</p> <p>African American (AA): 90.1% (Green, avg +1% per year)</p> <p>Socioeconomically Disadvantaged (SED): 92.4% (Green, avg +1% per year)</p> <p>Students with Disabilities (SWD): 81% (Green, avg +2% per year)</p> <p>Foster Youth (FY): 90.5% or higher</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: +1.0% pt</p> <p>EL: +3.2% pts</p> <p>HI: +0.9% pt</p> <p>AA: -0.9% pt</p> <p>SED: +1.0% pt</p> <p>SWD: -1.9% pts</p> <p>FY: +5.2% pts</p>
1.12	<p>Graduation Rate Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of Adjusted</p>	<p>Fall 2023 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 61.9% (Red)</p> <p>WH: 67.6% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 75.0% (Yellow)</p>		<p>Fall 2026 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 70.9% (Yellow, avg +3% per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>High Schools</p> <p>Desert Hot Springs HOM: +13.1% pts</p> <p>WH: +15.8% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4-year Cohort plus 5th Year Graduates (Performance Level)"		WH: 83.3% (No color, 24 students)		WH: 73.6% (Yellow, avg +2% per year)	
1.13	College/Career Indicator- District Source: 2023 CA School Dashboard Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 35.5% (Medium) English Learners (EL): 12.7% (Low) Hispanic (Hisp): 34.9% (Low) African American (AA): 17.6% (Low) Socioeconomically Disadvantaged (SED): 35.7% (Medium) Students with Disabilities (SWD): 4.9% (Very Low) Foster Youth (FY): 5.6% (Very Low) *NOTE: Fall 2023 Dashboard results for CCI Preparedness Rates were reported as Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) was not reported.	Fall 2024 CA School Dashboard ALL: 36.9% (Yellow) EL: 14.8% (Yellow) HI: 35.5% (Yellow) AA: 25.0% (Yellow) SED: 36.9% (Yellow) SWD: 5.3% (Red) FY: 16.1% (Yellow)		Fall 2026 CA School Dashboard All Students (ALL): 41.5% (Green, avg +2% per year) English Learners (EL): 24.7% (Yellow, avg +4% per year) Hispanic (Hisp): 40.9% (Green, avg +2% per year) African American (AA): 29.6% (Yellow, avg +4% per year) Socioeconomically Disadvantaged (SED): 41.7% (Green, avg +2% per year) Students with Disabilities (SWD): 25.9% (Yellow, avg +7% per year) Foster Youth (FY): 26.6% (Yellow, avg +7% per year) *NOTE: The 2024 cut-scores for CCI have not been released. Target	Fall 2024 CA School Dashboard, Change Results ALL: +1.4% pts EL: +2.1% pts HI: +0.6% pt AA: +7.4% pts SED: +1.2% pts SWD: +0.4% pt FY: +10.5% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					rates are based upon the 2019 five-by-five colored table.	
1.14	<p>College/Career Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 2.7% (Very Low)</p> <p>Mt. San Jacinto ALL: 3% (Very Low) SED: 2.7% (Very Low) EL: 0% (Very Low) HOM: 2.2% (Very Low) HI: 3.1% (Very Low)</p> <p>*NOTE: Fall 2023 Dashboard results for CCI Preparedness Rates were reported as Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) was not reported.</p>	<p>Fall 2024 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 6.5% prepared (Orange)</p> <p>Mt. San Jacinto ALL: 3.7% prepared (Red) SED: 3.7% prepared (Red) EL: 1.1% prepared (Red) HOM: 2.9% prepared (Red) HI: 4.3% prepared (Red)</p>		<p>Fall 2026 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 11.7% (Yellow, avg +3% per year)</p> <p>Mt. San Jacinto ALL: 12% (Yellow, avg +3% per year) SED: 11.7% (Yellow, avg +3% per year) EL: 12% (Yellow, avg +4% per year) HOM: 11.2% (Yellow, avg +3% per year) HI: 12.1% (Yellow, avg +3% per year)</p> <p>*NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>High Schools</p> <p>Desert Hot Springs SWD: +3.8% pts</p> <p>Mt. San Jacinto ALL: +0.7% pt SED: +1.0% pt EL: +1.1% pts HOM: +0.7% pt HI: +1.2% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	UC and/or CSU Entrance Requirement Completion Rate Percentage of Graduates Meeting or Exceeding UC/CSU Entrance Requirements (A-G Criteria)	CDE DataQuest 2022-2023 ALL: 47.5% EL: 26.8% Hisp: 45.9% AA: 35.1% SED: 47.5% SWD: 12.5% FY: 0%	CDE DataQuest 2023-2024 ALL: 47.5% EL: 29.1% HI: 44.4% AA: 43.6% SED: 47.1% SWD: 11.8% FY: 33.3%		Class of 2026 Results ALL: 53.5% (avg +2% per year) EL: 35.8% (avg +3% per year) Hisp: 51.9% (avg +2% per year) AA: 44.1% (avg +3% per year) SED: 53.5% (avg +2% per year) SWD: 21.5% (avg +3% per year) FY: 15% (avg +5% per year)	CDE DataQuest, Change Results 2023-2024 ALL: 0% pts EL: +2.3% pts HI: -1.5% pts AA: +8.5% pts SED: -0.4% pt SWD: -0.7% pt FY: +33.3% pts
1.16	Career Technical Education (CTE) Program Completion Rate Percentage of CTE program students completing all academy/pathway required coursework with a C+ or better grade in each course	Local Calculation 2022-2023 ALL: 53.7%	Local Calculation 2023-2024 ALL: 53.1%		Class of 2026 Results ALL: 59.7% (avg +2% per year)	Local Calculation, Change Results 2023-2024 ALL: -0.6% pt
1.17	CTE Completers with UC/CSU Entrance Requirement Completion Rate	Local Calculation 2022-2023 (208 total CTE Completers) ALL: 74.0% EL: 70.6% Hisp: 70.3%	Local Calculation 2023-2024 (226 total CTE Completers) ALL: 80.1% EL: 56.5%		Class of 2026 Results ALL: 80.0% (avg +2% per year) EL: 76.6% (avg +2% per year)	Local Calculation, Change Results 2023-2024 (226 total CTE Completers) ALL: +6.1% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of CTE program completers (completed all academy/pathway required coursework with a C- or better grade in each course) that also completed both UC/CSU Entrance Requirements	AA: * SED: 74.0% SWD: 66.7% FY: N/A (n=0) AI: N/A (n=0)	HI: 76.7% AA: * SED: 80.0% SWD: * FY: N/A (n=0) AI: N/A (n=0) In order to protect student privacy, an asterisk (*) will be displayed instead of the results where there are 10 or fewer students.		Hisp: 76.3% (avg +2% per year) AA: 66.4% (avg +10% per year) SED: 80.0% (avg +2% per year) SWD: 75.7% (avg +3% per year) FY: Baseline to be set when n>0	EL: -14.1% pts HI: +6.4% pts AA: * SED: +6.0% pts SWD: * FY: N/A (n=0) AI: N/A (n=0) In order to protect student privacy, an asterisk (*) will be displayed instead of the results where there are 10 or fewer students.
1.18	Early Assessment Program (EAP) for English Language Arts (ELA) Results Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC ELA results	Spring 2023 Results ALL: 47.2% EL: 11.0% Hisp: 45.2% AA: 29.3% SED: 47.3% SWD: 4.9% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2024 Results ALL: 49.3% EL: 8.0% HI: 47.6% AA: 27.9% SED: 50.3% SWD: 6.4% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.		Spring 2026 Results ALL: 53.2% (avg +2% per year) EL: 20.0% (avg +3% per year) Hisp: 51.2% (avg +2% per year) AA: 38.3% (avg +3% per year) SED: 53.3% (avg +2% per year) SWD: 13.9% (avg +3% per year)	Spring 2024 Results, Change Results ALL: +2.1% pts EL: -3.0% pts HI: +2.2% pts AA: -1.4% pts SED: +3.0% pts SWD: +1.5% pts FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	<p>Early Assessment Program (EAP) for Mathematics Results</p> <p>Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC Math results</p>	<p>Spring 2023 Results</p> <p>ALL: 17.9%</p> <p>EL: 1.0%</p> <p>Hisp: 15.5%</p> <p>AA: 8.6%</p> <p>SED: 17.9%</p> <p>SWD: 1.4%</p> <p>FY: *</p> <p>AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2024 Results</p> <p>ALL: 18.9%</p> <p>EL: 1.5%</p> <p>HI: 17.3%</p> <p>AA: 1.6%</p> <p>SED: 19.0%</p> <p>SWD: 1.6%</p> <p>FY: *</p> <p>AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>		<p>Spring 2026 Results</p> <p>ALL: 23.9% (avg +2% per year)</p> <p>EL: 10.0% (avg +3% per year)</p> <p>Hisp: 21.5% (avg +2% per year)</p> <p>AA: 17.6% (avg +3% per year)</p> <p>SED: 23.9% (avg +2% per year)</p> <p>SWD: 10.4% (avg +3% per year)</p>	<p>Spring 2024 Results, Change Results</p> <p>ALL: +1.0% pt</p> <p>EL: +0.5% pt</p> <p>HI: +0.8% pt</p> <p>AA: -7.0% pts</p> <p>SED: +1.1% pts</p> <p>SWD: +0.2% pt</p> <p>FY: *</p> <p>AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>
1.20	<p>Advanced Placement (AP) Test Results</p> <p>Percent of students completing one or more AP exam with a score of 3 or higher on at least one exam.</p>	<p>Spring 2023 Results</p> <p>Locally Calculated from the Spring 2023 AP Results Data File</p> <p>ALL: 45%</p> <p>EL: 48%</p> <p>HI: 45%</p> <p>AA: 18%</p> <p>SED: 45%</p> <p>SWD: *</p> <p>FY: *</p> <p>AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the</p>	<p>Spring 2024 Results</p> <p>Locally Calculated from the Spring 2024 AP Results Data File</p> <p>ALL: 48%</p> <p>EL: 56%</p> <p>HI: 47%</p> <p>AA: 33%</p> <p>SED: 48%</p> <p>SWD: *</p> <p>FY: *</p> <p>AI: *</p> <p>In order to protect student privacy, an</p>		<p>Spring 2026 Results</p> <p>ALL: 51% (avg +2% per year)</p> <p>EL: 54% (avg +2% per year)</p> <p>Hisp: 51% (avg +2% per year)</p> <p>AA: 30% (avg +4% per year)</p> <p>SED: 51% (avg +2% per year)</p> <p>SWD: 52% (avg +2% per year)</p>	<p>Spring 2024 Results, Change Results</p> <p>Locally Calculated from the Spring 2024 AP Results Data File</p> <p>ALL: +3.0% pts</p> <p>EL: +8.0% pts</p> <p>HI: +2.0% pts</p> <p>AA: +15.0% pts</p> <p>SED: +3.0% pts</p> <p>SWD: *</p> <p>FY: *</p> <p>AI: *</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		test results where 10 or fewer students tested.	asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.			In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.
1.21	Williams Textbook/Materials Compliance	2023-2024: 100% Williams textbook/materials compliance per RCOE monitoring process	2024-2025: 100% Williams textbook/materials compliance per RCOE monitoring process		2026-2027: 100% Williams textbook/materials compliance per RCOE monitoring process	2024-2025 Change Results Zero change from baseline.
1.22	Teachers in "misassigned" positions. Percentage of teachers "misassigned" due to current credentials and teaching assignment mismatch.	0.08% (1 of 1,196) of teachers were in "misassigned" positions in 2023-2024 per Cal-SAAS reporting	0.17% (2 of 1,169) of teachers were in "misassigned" positions in 2024-2025 per Cal-SAAS reporting		2026-2027: 0% of teachers in "misassigned" positions per Cal-SAAS reporting	2024-2025 Change Results 0.09% increase from baseline.
1.23	Implementation of State Standards Ratings using the Priority 2 CA School Dashboard Reflection Tool. This tool measures multiple areas in standards access, including access for ELs to the state standards and the ELD standards.	2023-2024 Priority 2 Local Indicator Reflection Tool: 1 Item at Full Implementation and Sustainability 20 items at Full Implementation 2 items at Initial Implementation	2024-2025 Priority 2 Local Indicator Reflection Tool: 2 Items at Full Implementation and Sustainability 21 items at Full Implementation		2026-2027: Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 2 Local Indicator Reflection Tool	2024-2025 Change Results Improvement led to all aspects being scored at either a 4 or 5 on the self reflection tool.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Maintain broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students and students with exceptional needs as noted by Priority 7 CA School Dashboard Reflection Tool.	2023-2024: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2024-2025: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.		2026-2027: Continued progress in eliminating barriers for student access to a broad course of study as indicated in the narrative entry within the Local Indicator Reflection Tool.	2024-2025 Change Results Improvements have been made in increasing access to a broad course of study due in part to increases in arts offerings and implementation of Equity Multiplier actions at designated schools.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

PSUSD was able to implement all actions and services included in Goal 1 in the 2024-25 academic year. All actions within Goal 1 targeted improvements in academic achievement, primarily supporting low income (LI), English Learner (EL), and Foster Youth (FY) students. Initial LCAP actions and budgets were designed to respond to needs identified through both state and local performance data; however, changes in services during the school year responded to identified student needs determined through progress monitoring processes.

Successes were identified across many LCAP actions during the 2024-25 school year within Goal 1. Highlights of these successes can be seen throughout the scope of Goal 1 action types. The district's MTSS model for academic support (Action 1.5) continues to be refined and modified as part of supporting LI, EL, and FY students throughout the district. Elementary students participating in the Primary Reading Intervention program continue to show significant improvement in attaining reading foundational skills and fluency skills as measured on both Star and program based progress monitoring assessments, consistent with findings from the prior years. LI, EL, and FY students in secondary schools supported by the math intervention teachers have shown improvement in understanding of mathematical concepts in local measures and low performing student improvement has been reported from teachers and through course grade improvement. As in past years, the elementary STEAM program (Action 1.17) continued to generate very positive feedback from educational partners. Arts programs were also a frequent topic of positive feedback from parents, especially in the elementary setting both within the STEAM program and from other music and arts programming (Action 1.17). Parents continued to report their children being excited and interested in the concepts and program. Other successes and general implementation information by action within Goal 1 are noted below.

Various challenges also occurred during the 2024-25 school year. Although improved from prior accountability reporting, chronic absenteeism continues to be the single most significant performance issue across PSUSD, with very high statuses being reported for nearly all student groups on the Fall 2024 California School Dashboard. Efforts to reduce chronic absenteeism are outlined in Goal 3 of the LCAP, however, the impact of this metric continues to be significant in Goal 1. Chronic absenteeism directly impacted access to academic programs and supports, creating both disconnected student experiences and inconsistent participation in both daily classroom instruction and MTSS systems for many LI, EL, and FY students in need of assistance. As in the prior year, local monitoring indicates improvement in chronic absenteeism rates in 2024-25, however, rates still report as high or very high when compared to the California School Dashboard's performance grid for the chronic absenteeism indicator. Other challenges are included with the general implementation information by Goal 1 action are as noted below.

Instructional Coaches and Teachers on Special Assignment (TOSAs) effectively supported instruction in areas including ELA, science, mathematics, assessment, social science, and special education. Elementary TOSAs focused on building teacher capacity in ELA and mathematics using strategies and methods from both Universal Design for Learning and the Science of Reading. Secondary coaches continued to provide professional development support to secondary teachers, including with ongoing professional learning in Professional Learning Community (PLC) structures and the Irvine Math Project. The Collaboration and Assessment TOSA aided teacher teams and the other TOSAs in using data-driven decision-making practices, including supporting teams in PLC related work. (Action 1.1)

Professional development efforts in 2024-25 continued in Universal Design for Learning, Science of Reading related instructional strategies, elementary ELA and mathematics instructional strategies, secondary math through the Irvine Math Project, and PLC work in the secondary level (Action 1.2). Various district positions continued to focus on improving educational opportunities and outcomes for LI, EL, and FY students (Action 1.2), primarily supporting the implementation of instructional strategies and systems. As in past years, collaboration and professional development time continued to be provided via the district's 2-1-2 weekly schedule and a professional development day was provided allowing for teams across the district to collaborate through professional learning topics related to their subject matter (Action 1.3). One additional student instructional day continued to be provided as part of the LCAP plan (Action 1.3). Technology related expenditures and programs continued to provide LI, EL, and FY students access to digital learning platforms and programs (Action 1.4). Ongoing technology activities include maintaining the district's 1:1 device program, continuing to support home wireless internet support for students via hotspots, and integrating technology into instruction supported by TOSAs and a coordinator. E-sports programs and drone soccer continue to be successfully implemented and expanded in the district, providing LI, EL, and FY students access to a variety of technology competitions at district, county, and state levels. E-sports and drone soccer programs were highly successful again during the 2024-25 year, with teams receiving positive recognition during competition and capturing victories in multiple events.

The district's Multi-tiered Systems of Support (MTSS) for academics via Action 1.5 continued to be a focal point for the district during the 2024-25 academic year. This action is designed to respond to LI, EL, and FY student needs by providing layered support structures in bridging skill acquisition gaps. The Primary Reading Intervention program continued to be successfully implemented across all elementary schools. Progress monitoring continues to indicate improvement in reading skill development for participating students through the use of strategies and intervention tools aligned with the Science of Reading. Mathematics intervention teachers in secondary schools continued to provide Tier II intervention supports in middle and high school settings using models that were specifically designed to address student needs within each school site. The Renaissance assessment system continues to be used as a diagnostic and benchmarking system to

inform instructional planning and target student needs. Many schools continue to use these assessment resources more frequently than required to monitor student progress in intervention programs and make adjustments based on the results.

EL and LTEL students continued to be supported through services coordinated by the English Learner Programs team in the 2024-25 academic year. The EL Community Liaisons provided language-based support sessions, family interactions, and access to additional academic resources (Action 1.6). Additional Counselors on Special Assignment continued to support ELs and LTELs with access to UC/CSU approved courses and supported student needs in completing both graduation and A-G requirements (Actions 1.6). Additional support was added for LTELs in 2024-25, with training and support structures provided aligned to address the specific language acquisition needs of this group (Action 1.7). The ELLevation program continued to be effectively utilized to track the progress of ELs and LTELs, acting as both a planning resource and an evaluative tool of action effectiveness.

The Dual Immersion (DI) program continued to expand in 2024-25 (Action 1.8), with the lead cohort reaching ninth grade and extending the program into the high school setting at Palm Springs High School. The Palm Springs area DI program now spans across three sites (Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High), allowing interested students and families to participate in the program throughout their TK-12 educational sequence. The district also started a second DI program cohort group in Desert Hot Springs at Two Bunch Palms Elementary. Similar to the rollout in the Palm Springs area, this program will expand along with the eldest cohort as they move through their schooling. The program continued to be supported by a TOSA and continues to receive positive feedback from educational partners.

As part of increasing high school graduation rates and A-G completion rates, the district continued to provide additional academic counselors and course recovery programs at high schools (Action 1.9). The Mission Graduate program continued to provide LI, EL, and FY students additional access to credit recovery and timely tutoring support at the high school level. The modifications to the program for 2024-25 allowed for additional strategic targeting of students to ensure that they were successful in returning to an on-track status for graduation. AVID programs and support for AP and IB testing continues to be provided as additional layers of support and access. The district's College and Culture trip continued to be a highly successful program, providing low income students with access to college visits on campuses highly attuned to serving diverse populations (Action 1.9). CTE program staff connected students with work-based learning opportunities and supported CTE teachers with program implementation (Action 1.10).

Inclusionary practices and supplemental supports continued to be focal points for the Special Education department, expanding access to core and elective classes for LI, EL, and FY students, also identified with disabilities. Additional staff members continued to collaborate with general education teachers on student needs and providing appropriate accommodations, services, and supports (Actions 1.12, 1.13). Additional details are outlined in the district's Compliance and Improvement Monitoring (CIM) plan document noted in Action 1.21 of the LCAP.

All district schools continued to be provided LCFF funding to support actions and services tied to specific identified needs of students at each school site (Action 1.14). As in past years, each school was required to document and monitor these funds through the School Plans for Student Achievement (SPSAs) process, clearly articulating how funds would be used in alignment with the LCAP goals to address identified student needs. Specific details regarding each school's use of these funds can be viewed within its SPSSA. Additional staff continued to be provided in an effort to support class size reduction in ELA and mathematics classes at all middle and high schools and to reduce the need

for combination classes in the elementary school level (Action 1.11). This additional staffing also allowed for expanded access to a broad course of study, adding sections and course options to the master schedule.

PSUSD's Induction Program continues to support new teachers through a Reflective Coach model, and additional human resources staffing provided support for the recruitment and retention of high-quality teachers in PSUSD (Action 1.15). The district's Teacher Residency Program continued to be a highly successful program in 2024-25. The program continued to be operated in conjunction with grant funding from the California Commission on Teacher Credentialing (CTC) and grant funding through the connected partnership with Alder Graduate School. PSUSD had 25 residents complete the program in the 2024-25 cohort, and 26 participants scheduled for the 2025-26 cohort of the Teacher Residency Program.

Responding to student needs and educational partner input, continuing actions in 2024-25 provided classroom aide support for kindergarten classes, additional music and physical education teachers at the elementary school level, and enrichment in the visual and performing arts across the district (Actions 1.16, 1.17, 1.18). The elementary school STEAM program continues to be successfully implemented, with a dedicated teacher at each site providing weekly lessons in science, technology, engineering, arts, and mathematics to each elementary classroom (Action 1.17). These programs were further supplemented by additional arts instruction through Arts and Music in Schools (AMS) funding, further increasing access to STEAM activities for LI, EL, and FY students. Supplemental educational opportunities, such as tutoring services and extended year learning programs, were provided to LI, EL, and FY students in multiple models through Expanded Learning Opportunities program offerings (Action 1.20).

PSUSD also fully implemented systems related to technical assistance provided as part of Actions 1.20 and 1.21. Transcript analysis protocols and practices were used to identify barriers to accessing a broad course of study and A-G coursework, allowing schools to directly address barriers related to course access and completion. Activities related to the Literacy Coaches and Reading Specialists grant were implemented across qualifying schools, while training in strategies and methods aligned to the Science of Reading were systemically implemented as noted previously. The district continued to implement and refine the Compliance and Improvement Monitoring (CIM) plan, with adjustments being made in planning for 2025-26 based on status and requirement changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

PSUSD received \$8,512 less in supplemental and concentration funds in 2024-25 than originally budgeted in the LCAP, a minor budgetary change which did not adversely impact services provided through the LCAP during the school year. Various differences between budgeted and actual expenditures did occur during the 2024-25 school year within Goal 1 actions as services adjusted to changing student needs. Some shifts in budget during the year were made due to program shifts from expiring funding resources and realignment of resources as part of the Federal Program Monitoring process conducted in the fall of 2024. Although material differences aligned to programmatic cost were present, actions or services provided to LI, EL, and FY students during the school year were generally implemented as initially designed. All shifts in funding within Goal 1 actions due to program adjustments and changes in costs are indicated on the budget and estimated actuals values reported for each action on the 2024-25 Action Tables within this plan document. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 1.2: Staff Professional Development

Budgeted Expenditures: \$4,503,660

Estimated Actual Expenditures: \$5,982,763

Material Difference: \$1,479,103

Explanation: Budget adjustments in cost of professional development between resources; Shifts in position funding distributions during the school year

Action 1.5: MTSS - Academic Supports

Budgeted Expenditures: \$5,790,740

Estimated Actual Expenditures: \$4,861,939

Material Difference: \$928,801

Explanation: Salary savings within LREBG funded positional transitions due to vacancy periods and reduced costs as compared to budgeted amounts

Action 1.7: Long Term English Learner (LTEL) Support

Budgeted Expenditures: \$365,161

Estimated Actual Expenditures: \$168,676

Material Difference: \$196,485

Explanation: Programmatic services changes resulting in less cost during the year than initially planned; Title III carryover will be used in 2025-26

Action 1.8: Dual Immersion Program

Budgeted Expenditures: \$2,367,736

Estimated Actual Expenditures: \$3,006,637

Material Difference: \$638,901

Explanation: Budget adjustments related to increased programmatic needs; Shift of remaining DI staff costs into this action from other resources

Action 1.9: High School Graduation and A-G Support

Budgeted Expenditures: \$2,804,812

Estimated Actual Expenditures: \$3,120,150

Material Difference: \$315,338

Explanation: Shift of Graduation Alliance contract and programmatic costs into the LCAP from expiring resource

Action 1.10: CTE Programs

Budgeted Expenditures: \$3,131,307

Estimated Actual Expenditures: \$2,787,871

Material Difference: \$343,436

Explanation: Lower than anticipated costs for staffing, programmatic offerings, and professional learning as compared to original budget

Action 1.18: Arts Education and Enrichment

Budgeted Expenditures: \$807,549

Estimated Actual Expenditures: \$911,098

Material Difference: \$103,549

Explanation: Additional funding provided to support theater programs across the district; Increases in arts consultant and service provider costs

Action 1.19: Expanded Learning Program

Budgeted Expenditures: \$15,243,371

Estimated Actual Expenditures: \$27,273,596

Material Difference: \$12,030,225

Explanation: Actual allocation of ELOP funding was significantly higher than the conservative budget estimates used during 2024-25 plan writing

Action 1.20: Technical Assistance - Academics

Budgeted Expenditures: \$7,751,103

Estimated Actual Expenditures: \$1,845,023

Material Difference: \$5,906,080

Explanation: This action reported the full amount of the LCRS grant available in 2024-25, with a multi-year implementation period planned. Expenditures are aligned with expected Year 1 budgeted implementation and remaining funds are carried over in 2025-26.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1 implementation resulted in a range of outcomes in 2024-25. As part of the Fall 2024 Dashboard release, PSUSD was identified for Differentiated Assistance (DA) based on the status reporting of two student groups: Foster Youth (FY) and American Indian (AI) students. The results also indicated an exiting of DA status due to improvements in outcomes for three groups: EL students, students with disabilities (SWD), and African American students. PSUSD anticipates improvement for currently identified student groups as part of the Fall 2025 Dashboard release, as most key metrics are showing improvement during 2024-25 local progress monitoring.

PSUSD continued to implement systems of progress monitoring and evaluations of the effectiveness of actions using local data sources during the 2024-25 school year, consistent with practices developed over the last few years. Monitoring systems are designed to align with calculation methods mirroring publicly reportable data from the California Department of Education (CDE) via the Dashboard and DataQuest. Other district-selected metrics outlined in the Measuring and Reporting Results section of each goal area continue to be used as part of evaluation, along with educational partner input and feedback. Additional evaluation of ongoing and new actions will continue to occur during the 2025-26 school year as outlined in the updated LCAP, with all measures adjusting as appropriate to end-of-year reporting from the 2024-25 academic year to address newly identified or evolving student needs. Related actions that are expected to impact similar metrics are grouped together in this evaluation in order to increase transparency regarding how multiple actions are designed to work together to improve academic outcomes for LI, EL, and FY students.

Actions related to Instructional Coaches (Action 1.1), Professional Development (Action 1.2), and Additional Collaboration Time & Instructional Time (Action 1.3) were designed to create a cohesive system of professional learning and coaching support for teachers and paraprofessionals in instructional strategies shown to improve academic outcomes for LI, EL, and FY students. This system incorporates time to collaborate around strategy implementation, data analysis in monitoring results, and making adjustments through reflective coaching and peer support models. Training, support, and collaboration efforts continued to develop MTSS systems for Tier I supports, Universal Design for Learning, PLC practices, and instructional strategy implementation for ELA and mathematics. Although local benchmarking data indicates continued improvement in ELA and mathematics results during the 2024-25 year, CAASPP proficiency rates and academic indicator data from the Dashboard indicate improving but ongoing needs to close learning gaps while strengthening first instructional practices. Educational partner feedback continues to credit instructional coaches with providing quality support to teachers in implementing strategies, analyzing student results to make adjustments to instructional plans, and assisting in making collaborative meetings with teacher teams more productive and aligned to the standards. As in past years, input from teachers continues to identify collaboration and planning time as being valuable for using student performance data for instructional planning.

Academic supports and interventions systems for LI, EL, and FY students continue to serve a key role within Goal 1, responding to student needs based on performance data with targeted programs and support structures. Academic services in the district's Multi-Tiered Systems of Support (MTSS) (Action 1.5) were effectively implemented to support LI, EL, and FY student academic intervention needs during the year. Local progress monitoring data continues to indicate that students participating in the Primary Reading Intervention and secondary mathematics intervention structures improved on local assessments and screening tools. In high school, successes have been stronger in addressing Integrated Math I skills and results as compared to other courses. As CAASPP mathematics results continue to indicate that system improvements are needed at the secondary level, the mathematics intervention structure is being analyzed to determine how to best fit the needs of all students through timely support. The Primary Reading Intervention program in elementary schools continues to be positively acknowledged by educational partners. Instructional aides supporting Kindergarten LI, EL, and FY students (Action 1.16) have continued to increase the development of early reading and math skills as demonstrated in progress monitoring data. Student learning needs were further supported through teachers added for the purpose of class size reduction and expanding LI, EL, and FY student access to a broad course of study (Action 1.11), and actions implemented through school site allocations (Action 1.14) as outlined in each school's SPSA. These actions were designed to provide additional academic services to support LI, EL, and FY student learning through adding diverse section offerings to the master schedule, reducing classrooms ratios, elimination of combination classes in elementary schools where possible, and the ability for schools to implement strategies directly addressing specific needs to their school and students. Actions implemented and resulting outcomes related to school site allocations were monitored by principals through data analysis protocols, discussed with School Site Councils, and adjustments were made to support newly identified student needs throughout the year. Additional analysis of school-based action effectiveness can be reviewed through each school's School Plan for Student Achievement (SPSA).

In continued efforts to increase graduation rates and A-G completion rates, additional counselors continued to support LI, EL, and FY students with access to UC/CSU approved courses and supported student needs in completing requirements (Actions 1.6, 1.9). The Mission Graduate program provided LI, EL, and FY students additional access to credit recovery and timely tutoring support, increasing students being on-track for graduation by the end of 12th grade. CTE staff expanded services, connecting students with work-based learning opportunities and supporting CTE teachers with program implementation (Action 1.10). CTE completers continued to graduate at higher rates and have higher rates of A-G completion than the overall rates, indicating that program goals to provide students with access to both college and career options following CTE program completion have been successfully met. The College and Career Readiness office also

coordinated the annual College and Culture Tour as part of expanding access to higher learning options, including but not limited to HBCUs and institutions prioritizing initiatives similar to those within PSUSD.

The district's Expanded Learning Opportunities Program (ELOP) model of providing LI, EL, and FY students a wide variety of services and experiences in after school and school break windows continues to be received well by all educational partners, providing a wide variety of experiences and academic supports (Action 1.19). Dedicated ELOP funding provides services related to tutoring, after school programming, and intersession programming. Parents and family members have provided a wide variety of positive comments regarding program offerings throughout the year, often inquiring about possible expansions and additional opportunities in the future. Tutoring services continue to be effective for participating students, with reports of improved student grades in secondary schools, improved local assessment outcomes in elementary, and generally positive feedback from educational partners. Tutoring models have diversified over time, allowing students to access tutoring both at school and at home through various models. Educational partners continue to request additional tutoring services as part of ongoing program offerings.

Technology implementation (Action 1.4) continues to be effective as noted in student access rates, device usage, and positive educational partner feedback. PSUSD continues to ensure that all LI, EL, and FY students have access to internet-capable devices. Chromebooks are serviced and repaired as needed to allow for continued access to online learning programs and resources. The funded Technology Coordinator, TOSAs, and other support staff continue to assist teachers in implementing technology-based practices into the classroom and support professional learning for teachers. Home wireless access to LI, EL, and FY students through the use of hotspots continues to be provided, and expansions to the district's LTE network allow many students to connect from home through signals originating within the school campus in their neighborhood. The E-sports program continues to be very successful, with teams competing both within the district and at state-level competitions. The drone soccer program provides participating students with the opportunity to build, repair, configure, improve, and pilot drones in a competitive setting, which benefited qualifying participating students for international-level competition in 2024-25.

As in past years, the PSUSD LCAP features actions and supports intended for specific student groups. English Learner Supports (Action 1.6) increase and improve services for EL students and families, supplemented with activities for Long-Term English Learners (LTELs) that support their specific language development needs (Action 1.7). EL student results on the Fall 2022 and Fall 2023 Dashboards resulted in a Differentiated Assistance (DA) identification for the district, however, the district exited DA for the EL group following the Fall 2024 Dashboard release. This improvement was credited in part to improved data analysis processes and a focus on the responsive implementation of both integrated and designated ELD, which continued through 2024-25. The English Learner Liaison team continues to provide services and supports to EL students and support newcomer EL needs. The DELAC continues to positively acknowledge the work of the EL Programs team, noting that the staff members are very supportive of EL students' needs. The district's reclassification rate improved again in 2023-24 reporting, an indication that EL support work is moving students closer to English proficiency. Similarly, ELPI performance on the CA School Dashboard reported improvement on the Fall 2024 Dashboard, indicating ongoing successes with the implementation of the ELLevation program and EL-specific progress monitoring structures used to support EL needs within the classroom. Students participating in the Dual Immersion Program (Action 1.8) continued to report results at or above peers in general education programs in 2024-25. DI expansion to both the high school level at Palm Springs High School and into a second pathway in Desert Hot Springs was both successful and well-received by educational partners.

Improvement was reported for Students with Disabilities (SWD) on the Fall 2024 Dashboard, with the district exiting DA status for the student group. Although improving, SWD results continue to report significant performance gaps in all local and state academic measures, which require continued efforts in closing achievement gaps for these students. Additional personnel added through the Inclusion Model Support Personnel action (Action 1.12) supported teachers in developing IEPs and intervention plans addressing individualized learning needs. The team also worked to increase student participation in general education activities and courses through inclusionary methods. Added staffing to further support inclusion model work (Action 1.13), supported LI, EL, and FY students with disabilities through providing targeted services aligned with individualized needs and support plans. Results for FY students and American Indian (AI) students led to identification for DA status on the Fall 2024 Dashboard, and students within each of these groups demonstrated needs requiring an individualized approach. The district continues to work with the Riverside County SELPA and CDE in the design and implementation of a Compliance and Improvement Monitoring (CIM) plan for special education programming and supports, with program monitoring and results being used to improve outcomes for all LI, EL, and FY students requiring individualized supports. At the time of LCAP writing, the district's CIM plan is being updated to address new needs, a process that will continue into the 2025-26 academic year.

Actions regarding the recruitment and retention of highly qualified staff (Action 1.15) continue to focus on hiring and retaining high-quality teachers across the district. Educational partner feedback regarding the Reflective Coaches continues to be generally positive, with new teachers reporting that they feel supported in the district's induction program. The Teacher Residency Program successfully provided a pathway for classified staff and community members to complete a credentialing program and become teachers within PSUSD. Nineteen residents successfully completed the program in the first cohort, and 25 participants are scheduled to complete the program following the 2024-25 academic year. Twenty-six new participants are currently scheduled to participate in the program in 2025-26, with partnerships strengthening between the district, schools, and our IHE partner.

As in past years, LCAP actions in 2024-25 related to expanding and enriching educational offerings continue to be positively acknowledged during educational partner feedback sessions. Elementary LI, EL, and FY students continue to access high-quality music and PE offerings through the additional staffing provided by subject-specific credentialed teachers (Action 1.17). The elementary STEAM program (Action 1.17) continues to be successful, with students highly engaged in a variety of activities throughout the year. The STEAM program was further supplemented by the services of additional AMS-funded art teachers, who rotated through STEAM classes and provided more in-depth art opportunities in collaboration with the STEAM-focused program teacher. Educational partners from the elementary setting have provided very positive feedback in both years of implementation, noting the activities conducted and the excitement of their children to participate in the program. 2023-24 CAST results have begun to show improvement in science outcomes, which will continue to be monitored to determine program effectiveness. Schedules and PE minute documentation continue to be used to monitor access and ensure that elementary students are participating in a broad course of study through certificated teachers with expertise in these subject areas. Additional collaboration opportunities created through these structures allowed classroom teachers to continue to develop quality lessons and accelerate the implementation of strategies learned in professional development sessions. Expanded with supplemental Arts and Music in Schools (AMS) funded staffing and resources, LCAP funded additional arts education opportunities and enrichment opportunities (Action 1.18), provided LI, EL, and FY students access to offerings in music, visual arts, and performing arts. Continuing programs included the Artist in Residence program, grade-level specific arts interactions, and community partner involvement in providing a wide spectrum of arts access.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action changes for the 2025-26 LCAP in Goal 1 are centered around ongoing continuous improvement efforts and systems adjustments based on outcomes. Due to positive improvement trends in both state and local results, nearly all Goal 1 actions will continue into the 2025-26 academic year with minor programmatic adjustments based on changing student needs and progress monitoring data during the year. Action funding levels have been adjusted as appropriate to account for overall budget reductions due to declining enrollment and lower than anticipated COLA in the state budget projection at the time of plan writing. Also factored in are increasing costs for both staffing and related program materials. All significant planned changes in actions, services, metrics, outcomes are noted below.

The Dual Immersion program (Action 1.8) expands again for 2025-26. The program expanded to Two Bunch Palms Elementary in Desert Hot Springs in 2024-25 in TK and Kindergarten sections, and the leading student cohort completed ninth grade at Palm Springs High School. Additional teachers will be added at Two Bunch Palms Elementary for 2025-26 to expand the program to first grade, with plans to continue with grade-level expansion each year as the lead Desert Hot Springs-based cohort progresses.

Minor adjustments were made to the Goal 1 metrics from last year's reporting. Metric 1.4 baseline results for Desert Springs Middle School (All students) and Mt. San Jacinto High School (All students, Hispanic) were updated to reflect outcomes on the Fall 2023 Dashboard. Metric 1.17 has been adjusted to a "C-" or higher grade ratio from a "C+" or higher ratio in order to align with other similar metrics that are used across the region for measuring progress. The baseline data point in Metric 1.17 for the AA student group was also adjusted to "" due to small sample size in order to protect potentially identifiable information for students. Similarly, the baseline data point for SWDs in Metric 1.20 was also adjusted to "" due to small sample sizes. Metric 1.22 had a previous typo in the spelling of "CalSAAS" which was corrected. Clarification language was also added to Metric 1.23 to clarify that EL access to the CCSS and ELD standards is incorporated into the state provided reflection tool for LCFF Priority 2. These changes are noted on the metrics table in the Measuring and Reporting Results section of Goal 1.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaches	Instructional Coaches focus on supporting teachers through building capacity in best first instruction in various curricular areas. The coaches provide development and coaching to support evidence-based practices in the classroom focused on improving academic outcomes for LI, EL, and FY students. Instructional Coaches support teachers through co-planning, co-teaching, demonstration lessons, and leading professional development opportunities. Instructional Coaches hired include: <ul style="list-style-type: none">13 Elementary Instructional Coaches	\$3,327,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 1 Secondary Math Coach • 1 NGSS Coach • 1 Secondary Literacy Coach • 1 History/Social Science Coach • 1 Collaboration and Assessment TOSA <p>This action is primarily focused on supporting the needs of LI, EL, and FY students, however, the resources dedicated to this action are also expected to improve outcomes for the American Indian (AI) student group as well. As part of working with school sites, coaches working on ELA and mathematics content will be assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level, as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.2	Staff Professional Development	<p>Professional development funding supports systematic and systemic strategy implementation efforts through training opportunities targeted at addressing the needs of LI, EL, and FY students. Elementary level focus is on developing effective ELA and mathematics instructional strategies, including early literacy initiatives such as the science of reading strategies. At the secondary level, there is a continuing focus on the implementation of productive Professional Learning Communities, with additional training in conceptual mathematics and related instructional strategy implementation. Smaller subject-specific professional development budgets support ELA, Advanced Placement, NGSS, and middle school mathematics lesson studies. Leadership development training for administrators, teachers, and aspiring administrators will also be included to align efforts to improve outcomes for LI, EL, and FY students. Professional development will occur both within and outside the academic year calendar. This budget includes consultant fees, supplemental staff pay for time outside of the academic school day/year, and related professional development materials. Various district positions are fully or partially funded, all focused on improving educational opportunities for students with an emphasis on English learners, low income students, and foster youth.</p>	\$2,606,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Additional Collaboration & Instructional Time	School schedules will maintain the current format, maximizing the use of instructional minutes within each school day. Weekly two-hour collaboration time will continue to be provided, allowing all teachers to work in PLCs to best address the needs of LI, EL, and FY students. As part of this action, one additional day of professional development and one additional instructional day are also supported.	\$21,996,664.00	Yes
1.4	Technology Implementation and Support Services	Technology services remain focused on ensuring equitable access to 1:1 technology and interactive technology for all students with a specific focus on the needs of LI, EL, and FY students. Devices and home wireless access are supported to provide students with access to digital learning resources and curriculum both in school and at home. Technology support personnel and technology TOSAs are supported to assist staff and students with technology related instructional strategies and technical support needs. Technology-based programs, such as E-sports and drone soccer, are supported to provide LI, EL, and FY students with STEM focused enrichment activities via a competitive structure.	\$3,806,568.00	Yes
1.5	MTSS - Academic Supports	<p>PSUSD will continue to operate and further refine an effective Multi-Tiered System of Supports (MTSS) model. Professional development opportunities will continue to be provided to ensure that teachers have a strong understanding of the Universal Design for Learning framework to optimize learning for all LI, EL, and FY students. Professional development will also be provided for classified staff working directly with students to provide them with successful strategies to address students' needs in both Tier I and Tier II instruction.</p> <p>Primary Reading Intervention Teachers funded through the Learning Recovery Emergency Block Grant (LREBG) will continue to serve each elementary school to implement a systematic Tier II reading intervention program targeted at ensuring all LI, EL, and FY students are reading at grade level by the time they leave 3rd grade. Additional paraprofessionals will be provided through LREBG to continue expanding the Primary Reading Intervention services to additional LI, EL, and FY students. This program is budgeted at \$4,295,740 in LREBG funds for 2025-26. This portion of the MTSS model targets improvement in early literacy through a</p>	\$6,323,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>small group intervention model using evidence-based strategies designed to accelerate reading skill development. Efforts incorporate tenets of the Science of Reading, which research indicates as being highly effective in improving reading skills in developmental years. The LREBG needs assessment identified primary ELA performance as a need at most elementary schools, one of the root causes of the district reporting in the Low status level on the Fall 2024 Dashboard, along with the eleven elementary schools reporting in the Low status level and the three reporting in the Very Low status level. Local progress monitoring data identifies primary literacy as a need for LI, EL, FY, and AA students. Associated professional development will be provided for staff implementing the program. Additional materials for the program will be purchased as needed to continue to increase and improve services in the program. As an extension of these supports into the middle school grade span, each middle school will continue to receive an additional federally funded intervention teacher for reading to address identified LI, EL, and FY student needs in ELA. This portion of the action will be monitored through program embedded local reading assessments and districtwide benchmark assessments in ELA, with improvement over time expected in CAASPP ELA results at the elementary level as these students progress to intermediate grade levels.</p> <p>Also funded via the LREBG, mathematics intervention teachers will continue to serve secondary sites to support Tier II intervention through co-teaching, station rotation model, and/or support periods with a specific focus on addressing the needs of LI, EL, and FY students via evidence-based strategies and systems. This program is budgeted at \$547,493 in LREBG funds for 2025-26. This portion of the MTSS model targets improvement in secondary school mathematics through evidence-based intervention supports that involve both push-in and pull-out models. Research indicates that targeted and timely support in mathematics increases student performance when it is responsive to individualized identified needs and differentiated in support models. The LREBG needs assessment identified secondary mathematics performance as a need across the district due to low proficiency rates on the CAASPP results, and all district secondary schools reporting in the Low or Very Low status levels on the Fall 2024 Dashboard. Additional materials for the program will be purchased as needed to continue to increase and improve services in the</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>program. Associated professional development will also be provided for staff implementing the program. This portion of the action will be monitored through progress monitoring assessments within the program, improved course grades in mathematics for participating students, improvement in districtwide benchmark assessments in mathematics, and improvement in CAASPP Math results at the secondary level.</p> <p>The Renaissance Star Comprehensive assessment system will continue to be implemented as a benchmark assessment, diagnostic measure, and progress monitoring tool. The system provides associated data analysis tools, online intervention and support structures, and access to digital reading materials that support intervention and academic performance gap closure efforts. Additional online applications, including digital adaptive intervention for ELA and mathematics, and a digital reading platform, will supplement small group academic support with individualized learning support available both in school and at home.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. This action is primarily focused on LI, EL, and FY students, however, the resources dedicated to this action are also expected to improve outcomes for the AI student group across the district. District and school-level student groups scoring in the Red performance level on ELA and mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level, as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.6	English Learner Support	English learners are supported by the English Learner Programs Office, a team which includes the Coordinator of English Language Learners, Community Liaisons, and a Teacher on Special Assignment (TOSA). The Coordinator oversees all program efforts and Title III actions, supporting schools with professional development and support services for ELs. EL Community Liaisons provide various support to EL students including weekly high school newcomer meetings and in-class high school support.	\$2,353,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Counselors on Special Assignment are supported at each high school specifically to support English learners students with mentoring services, access to tutoring, A-G eligibility support, and goal setting. Although principally supporting EL students, COSAs will also provide targeted support to the individualized needs of LTELs.</p> <p>Title III actions supporting EL and LTEL students include 1) effective professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel, 2) enhanced instructional opportunities for newly-arrived immigrant children and youth, 3) effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the state academic standards, and 4) assist English learners in achieving English proficiency based on the state's English language proficiency assessment. In addition, Title III funds are providing schools with supplemental ELD program materials for LTEL status prevention, the ELLevation program used to monitor EL student progress, and a Teacher on Special Assignment supporting EL strategy training and implementation.</p> <p>School level EL student groups scoring in the Red performance level on ELA and ELPI will also be served via this action, contributing to improvement within Academic Indicator and ELPI outcomes for all school-based EL student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.7	Long Term English Learner (LTEL) Support	<p>The EL Programs Office will coordinate multiple support structures for Long Term English Learners (LTELs). Teacher professional development on the use of integrated ELD in core content to target the needs of LTELs in secondary classrooms will be a focal point for student group outcome improvement. A new ELD course is in development designed to support LTELs in improving language acquisition and development leading to increased reclassification from the LTEL group. Targeted intervention during the school day will be provided through Title III funds supporting LTELs at high need schools. Progress monitoring will be conducted through the use of the ELLevation platform, connecting student</p>	\$125,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>performance to strategy implementation. Family nights supporting LTEL students and families are planned to increase awareness around reclassification criteria and support LTEL family needs.</p> <p>In addition to serving the needs of identified LTEL students, school level EL student groups scoring in the Red performance level on ELA and ELPI will be served via this action. Therefore this action will contribute to improvement within Academic Indicator and ELPI outcomes for all school-based EL student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.8	Dual Immersion Program	<p>The Dual Immersion (DI) program continues to expand within the district. Participating LI, EL, and FY students in the DI program have the opportunity to learn academic content while acquiring the Spanish language. The DI program was in place at one elementary school and one middle school in 2023-24, and expanded to the feeder high school in 2024-25. In addition, a second elementary school started the DI program in TK and Kindergarten in 2024-25. 2025-26 will continue program expansion to an additional grade level of students in each feeder program. A federally funded TOSA will be provided to support the DI program, providing instructional supports and professional development for DI teachers. Transportation costs are included to provide program access to students who live outside of DI program host schools boundaries.</p>	\$2,961,160.00	Yes
1.9	High School Graduation and A-G Support	<p>An additional counselor is supported at each of the four comprehensive high schools to support LI, EL, and FY ninth and tenth grade students who have been identified as at-risk of not meeting A-G or UC/CSU entrance requirements based on number of credits earned, current course grades, and chronic absenteeism rates.</p> <p>The Edgenuity program is funded to support LI, EL, and FY students with credit recovery. The Mission Graduate program supports students in graduating high school and becoming A-G ready via work with a tutor and the Edgenuity system. Extended school year opportunities are funded to</p>	\$2,991,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>provide high needs students opportunities for credit recovery or credit acceleration.</p> <p>AVID programs continue to be supported, focused on an equitable, student-centered approach to college and career preparation for LI, EL, and FY students. Additional counselor time and AP/IB/PSAT exam fee support is also funded.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the Fall 2024 Dashboard results. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for the AI student group as well. Student groups reporting in the Red performance level in Graduation Rate and/or the Very Low performance level on the CCI at both the district and school levels are supported through this action.</p>		
1.10	CTE Programs	Administrative, certificated, and classified personnel are fully or partially funded to support the Career and Technical Education Programs districtwide. Various professional development opportunities, programs, and supplies are also supported, along with a federally funded TOSA to support implementation. Work Based Learning teachers support students internship opportunities connected with CTE programs in local businesses. These programs serve significant numbers of LI, EI, and FY students and provide access to CCI qualification criteria.	\$2,944,645.00	Yes
1.11	Broad Course of Study and Class Size Reduction	Additional teaching staff are hired to support class size reduction efforts at middle and high schools so that staff can more effectively address the needs of LI, EL, and FY students, increase access to a broad course of study, and improve classroom climate. Additional staffing results in class size reductions from the district teacher allotment formula in core courses (e.g. English 1, IM 1) while expanding course offerings during other daily periods as part of providing a broad course of study in the secondary school setting. Additional elementary teachers are funded to reduce and/or eliminate combination classes.	\$7,420,214.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Inclusion Instructional Model Support Personnel	<p>Coaches, an assistive technology TOSA, a program specialist, and a coordinator continue to provide support to elementary and secondary teachers in inclusive practices and instructional models effective for students with diverse learning needs. Supports include assistance with classroom management, technology support, lesson planning with integration of Universal Design for Learning concepts, and specific nuances focused on ensuring the varied support needs of LI, FY, and EL students are effectively met.</p> <p>PSUSD was identified for Differentiated Assistance for FY and AI student groups based on the Fall 2024 Dashboard results. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for the AI student group as well. Student groups reporting in the Red performance level in the Academic Indicator at both the district and school levels are supported through this action.</p>	\$1,260,982.00	Yes
1.13	Supplemental Inclusion Instructional Model Staffing	<p>To address the varied intervention needs of LI, EL, and FY students, partial salaries are funded to allow for the hiring of additional general education teachers and special education teachers to support the needs of LI, EL, and FY students through inclusion instructional models. These teachers work collaboratively to further develop inclusionary practices and implement Universal Design for Learning concepts, ensuring LI, EL, and FY student access to grade level standards content while receiving individualized support. Stipends are provided to special education teachers to support additional collaboration and consultation time with general education teachers in implementing systems and practices for inclusive classrooms to support LI, EL, and FY students with diverse learning needs.</p> <p>PSUSD was identified for Differentiated Assistance FY and AI student group results on the Fall 2024 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for the AI student group as well. Student groups reporting in the Red performance level in the Academic</p>	\$1,804,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Indicator at both the district and school levels are supported through this action.		
1.14	School Site Allocations	<p>School sites are allocated funds based on high needs student percentages. Each school site will receive LCFF funding to support actions that directly target school needs and student group needs as identified in the School Plan for Student Achievement (SPSA) needs assessment process. Annually, schools complete a thorough needs assessment which includes a review of LI, EL, and FY student performance. Based on the needs assessment each school site works with their school site council to develop a SPSA which includes targeted actions to address the needs of their targeted student groups including LI, EL, and FY. Actions commonly included in PSUSD SPSAs supported with LCFF funds include: intervention teachers, academic coaches, extended day interventions, bilingual aide support, and additional counselor or additional mental health support. All school SPSAs are reviewed by the Educational Services Department to ensure alignment with the district LCAP. Final approval of each school SPSA is granted by the PSUSD Board of Education.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. This action is primarily focused on the needs of LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. District and school level student groups scoring in the Red performance level on ELA and mathematics will also be served via this action, with specific actions, metrics, and desired outcomes noted within each school's SPSA.</p>	\$5,599,330.00	Yes
1.15	Recruit & Retain Highly Qualified Staff	Reflective Coaches continue to support primarily newly hired teachers in their first and second year in the profession, working to ensure that all students have equitable access to effective teachers. Human Resources (HR) administrators work to ensure the recruitment and retention of highly qualified certificated staff. Classified HR specialists support recruiting and	\$3,192,201.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>processes related to both certificated and classified staff. Professional development funds are provided to support staff training in topics including but not limited to leadership development, teacher induction training, and position-specific training for certificated staff.</p> <p>In conjunction with funding via multiple grants and federal funds, the district continues to operate a Teacher Residency program. This program creates a pipeline of teaching candidates through year-long residency placements in high need positions such as special education, mathematics, science, and transitional kindergarten.</p>		
1.16	Kindergarten Support	<p>LI, EL, and FY students in each full-day Kindergarten classroom receive support provided by paraprofessionals. These positions collaborate with the classroom teacher and provide support via small group work or individualized support, depending on the needs of the students.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the Fall 2024 Dashboard results. This action is primarily focused on LI, EL, and FY students, however, the resources dedicated to this action are expected to improve outcomes for AI students in early reading and mathematics skills as well.</p>	\$1,348,094.00	Yes
1.17	Enhanced Elementary Learning Opportunities	<p>PSUSD continues to provide additional music teachers, allowing all TK-5 LI, EL, and FY students to receive music instruction once a week by a certificated music teacher. Physical education teachers provide 200 minutes of physical education by a certificated P.E. teacher to LI, EL, and FY elementary students every ten days. Fifteen elementary STEAM Teachers continue to provide LI, EL, and FY students at every elementary school site with weekly instruction in applied lessons in topics of science, technology, engineering, arts, and mathematics. These staff members and their related programs create additional grade-level collaboration opportunities for TK-5 teachers to plan around addressing the needs of LI, EL, and FY students. Funding for materials, supplies, and licenses for content-related resources support these programs.</p>	\$6,420,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the Fall 2024 Dashboard results. This action is primarily focused on LI, EL, and FY students, however, the resources dedicated to this action are expected to improve outcomes for AI students in early reading and mathematics skills as well.		
1.18	Arts Education and Enrichment	Various art enrichment opportunities and experiences are provided to LI, EL, and FY students throughout the district, organized by the Coordinator of Visual and Performing Arts. Various enrichment opportunities for middle and high school students are supported to ensure that our LI, EL, and FY students have access to a broad course of study that includes arts exposures. Secondary band and choir programs are provided with additional supplies and materials to support the effective implementation of these programs.	\$922,323.00	Yes
1.19	Expanded Learning Program	The Director of Expanded Learning develops and supports academic and enrichment programs, integrating the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) learning programs to extend and expand learning opportunities for LI, EL, and FY students before school, after school, and during intersession periods. Program funded staff are provided to support program management. As of the time of plan writing, the official 2025-26 funding results for ELOP and ASES were not yet available from the CDE, therefore, initial 2025-26 program budgets are identified for this action within the LCAP plan document. Additional information regarding ELOP and ASES services can be found within the district's ELOP plan.	\$25,095,187.00	No
1.20	Technical Assistance - Academics	PSUSD was identified for Differentiated Assistance for the FY and AI student group based on the Fall 2024 Dashboard results. PSUSD has worked with the Riverside County Office of Education (RCOE) on multiple structures as part of technical assistance in academics. This collaboration has included a transcript analysis process at the high school level and ongoing support for elementary school literacy plans through the Literacy	\$4,370,079.00	No

Action #	Title	Description	Total Funds	Contributing
		Coach and Reading Specialist (LCRS) grant program. Implementation of planned system improvements resulting from the transcript analysis will be continued at high schools at no additional cost to the district, focusing on addressing barriers for students in meeting both graduation requirements and UC/CSU eligibility criteria. Ongoing support will occur in 2025-26 for literacy plan development in all elementary schools as an extension of implementing LCRS-funded actions at no additional cost to the district, leading to improved results in state and local ELA performance. Funding noted represents the remaining collective LCRS grant funding across eligible PSUSD elementary schools.		
1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	<p>PSUSD has developed a Compliance and Improvement Monitoring (CIM) plan to address the needs of SWD and systemic program improvements across the district. The CIM Team, including support from Riverside County SELPA and the System Improvement Leads Project, reviews each action within the plan during regularly scheduled meetings, utilizing progress monitoring data to drive next steps in implementation. Data used in these reviews includes, but is not limited to, academic performance data, placement data to monitor least restrictive environment placement rates, and observational data regarding implementation of strategies across the system. Noted action funding includes Assistant Director and Program Specialist salaries for positions that are primarily responsible for implementation and monitoring progress of the CIM plan.</p> <p>This action is primarily focused on improving performance for the SWD student group across academic measures. Outcomes for this action are measured per CIM plan metrics, including but not limited to increasing the percentage of SWD participation in general education classrooms, improving monitoring of individualized performance levels, and the alignment of current performance levels in IEP goal development. Dashboard indicators reporting in the Red performance level for SWDs at both district and school site levels, as identified in the Measuring and Reporting Results section of both Goal 1 and Goal 3, are expected to be positively impacted by this action.</p>	\$457,970.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

PSUSD is committed to community and parent engagement, valuing the ongoing relationships with our diverse local community and striving to connect with families, students, and community members in innovative, active, and responsive ways. It is our belief that all members of the learning community impact student success, and maintaining positive engagement with educational partners is a key aspect in providing successful programs that lead to improved student outcomes. We value the diverse cultures within our local communities and strive to build positive relationships with families centered on trust, respect, and a focus on student success.

The metrics listed under Goal 2 are regularly monitored and used to develop the goal statement with related actions to continuously improve outcomes for LI, EL, and FY students. Actions are intended to be responsive to family, student, and community needs based on educational partner input and feedback. The district continues to effectively implement the Parent Advisory Committee (PAC) model, and educational partner feedback regarding those meetings and input sessions continues to be positive. While educational partner feedback regarding the Family Center and participation rates in Family Center events continue to be positive, LCAP survey responses and educational partner meeting input identify an evolving need for various parent connection and family support services across a variety of education-related topics. These include a continuation of workshops, trainings, and parent courses across a variety of topics and areas of interest that support their children's learning. Parent and family feedback has been improving regarding the district's communication systems, however, requests continue to indicate a need for the district to increase the quality and accessibility of communication between schools and parents.

The actions in Goal 2 are designed to support family and community involvement and engagement. This will be accomplished through various outreach efforts, services, and supports based on identified needs and educational partner input. Metrics within Goal 2, such as survey results and participation in Family Center events, allow the district to monitor progress throughout the year and make adjustments to services and programs in a responsive and timely manner. PSUSD has an ongoing focus on creating a set of resources, services, and programs that result in ongoing positive and collaborative relationships with families and local communities centered on student success in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Participation in Educational Partner Input Processes	Winter 2024 LCAP Input Surveys Total Family Surveys Submitted: 2,775 Total Community Member Surveys Submitted: 7	Winter 2025 LCAP Input Surveys Total Family Surveys Submitted: 2,755 Total Community Member Surveys Submitted: 1		2025-2026 LCAP Input Surveys Maintain or increase family survey completion from 2024-2025.	Change Results 20 less total responses for Family Surveys 6 less total responses for Community Survey
2.2	Family Perception of School Connectedness via School Climate Survey Percentage of families reporting favorably regarding School Connectedness (Sense of Belonging)	Winter 2024 Sense of Belonging (School Connectedness)- 93% of families responded favorably (2,775 responses)	Winter 2025 Sense of Belonging (School Connectedness)- 95% of families responded favorably (2,755 responses)		Winter 2026 Survey Maintain or increase the percentage of families responding favorably for Sense of Belonging (School Connectedness) from Winter 2025 levels.	Change Results +2.0% pts in favorability 20 less total responses for Family Surveys
2.3	Family Perception of School Safety via School Climate Survey Percentage of families reporting favorably regarding School Safety	Winter 2024 School Safety- 92% of families responded favorably (2,775 responses)	Winter 2025 School Safety- 94% of families responded favorably (2,755 responses)		Winter 2026 Survey Maintain or increase the percentage of families responding favorably for School Safety from Winter 2025 levels.	Change Results +2.0% pts in favorability 20 less total responses for Family Surveys
2.4	Family Perception of School Climate of Support for Academic	Winter 2024 School Climate of Support for Academic	Winter 2025 School Climate of Support for		Winter 2026 Survey	Change Results +2.0% pts in favorability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning via School Climate Survey Percentage of families reporting favorably regarding School Climate of Support for Academic Learning	Learning- 93% of families responded favorably (2,775 responses)	Academic Learning- 95% of families responded favorably (2,755 responses)		Maintain or increase the percentage of families responding favorably for School Climate of Support for Academic Learning from Winter 2025 levels.	20 less total responses for Family Surveys
2.5	Number of PTA/PTO/PTG	2023-2024 12 active PTA/PTO/PTG groups at school sites.	2024-2025 11 active PTA/PTO/PTG groups at school sites.		2025-2026 Maintain or increase number of active PTA/PTO/PTG groups from 2024-2025 rate	Change Results 1 less PTA/PTO/PTG group
2.6	Number of active district advisory/action committees managed by the Family Center	2023-2024 9 advisory groups involving parents were managed by the Family Center.	2024-2025 3 advisory groups involving parents were managed by the Family Center.		2025-2026 Maintain or increase number of active district advisory/action committees from 2024-2025 rate	Change Results Several parent advisory groups were combined into one group, accounting for the difference in the total number of groups.
2.7	Number of Family Center coordinated events (conferences, workshops, meetings)	2023-2024 266 total conference, workshops, and meeting events coordinated through the Family Center.	2024-2025 190 total conference, workshops, and meeting events coordinated		2025-2026 Maintain or increase number of Family Center coordinated events from 2024-2025 rate	Change Results Although there were 76 less interactive events, attendance increased due to rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			through the Family Center.			more targeted offerings.
2.8	Number of parents/guardians attending one or more Family Center sponsored event	2023-2024 3,677 parents/guardians attended one or more Family Center sponsored events.	2024-2025 5,093 parents/guardians attended one or more Family Center sponsored events.		2025-2026 Maintain or increase number of parents attending one or more Family Center sponsored events from 2024-2025 rate	Change Results Increase of 1,416 attendees in 2024-25 as compared to the prior year.
2.9	Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 1 Building Relationships Between School Staff and Families	2023-2024 Priority 3 Local Indicator Reflection Tool Section 1: 1 item in Full Implementation 3 items in Initial Implementation	2024-2025 Priority 3 Local Indicator Reflection Tool Section 1: 2 item in Full Implementation 2 items in Initial Implementation		2025-2026 Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 1	Change Results LEA's efforts towards 2-way communication moved from a 3 to a 4 in the reflection tool.
2.10	Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 2 Building Partnerships for Student Outcomes	2023-2024 Priority 3 Local Indicator Reflection Tool Section 2: 2 items in Full Implementation 2 items in Initial Implementation	2024-2025 Priority 3 Local Indicator Reflection Tool Section 2: 4 items in Full Implementation		2025-2026 Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 2	Change Results Progress in professional development for partnering with families and parent training in legal rights increased scores to 4 for those items.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 3 Building Seeking Input for Decision Making	2023-2024 Priority 3 Local Indicator Reflection Tool Section 3: 4 items in Full Implementation	2024-2025 Priority 3 Local Indicator Reflection Tool Section 3: 4 items in Full Implementation		2025-2026 Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 3	Change Results Levels maintained from prior year.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

PSUSD prioritized parent engagement during the 2024-25 academic year through the constant refinement of Goal 2 actions to address changing student and family needs. Family Center offerings expanded to provide targeted services to all school campuses while continuing to provide centralized supports and workshops. The district's Parent Advisory Committee (PAC) structure continues to be a positive experience for participants, creating a forum to learn about the district and discuss topics of interest for each group. Parents continue to state that they feel supported and their input valued via these structures, especially within groups like the LCAP Parent Ambassadors and DELAC. Diversity and Racial Equity (DRE) work continued with the district's annual Equity Conference in the fall of 2024. Planned actions and services designed in Goal 2 were fully implemented during the 2024-25 academic year. General implementation information is noted below for each Goal 2 action.

The Family Center continued to build around previous efforts to establish and facilitate a range of collaborative parent groups, advisory committees, and services for parents and families of LI, EL, and FY students (Actions 2.1). Centralized workshops were provided across a wide range of topics, including but not limited to citizenship classes, English as a second language courses, parenting classes, and STEM workshops, among other topics. The positively received Parent Academy program continued throughout the year, with parents engaging in topics related to school district systems, learning needs, community resources, and other topics that support participants in being parent leaders in their children's school communities. Active parent advisory committees (PACs) coordinated by the Family Center include ongoing groups such as the African American Parent Advisory Committee (AAPAC), Special Education PAC, and the LCAP Parent Ambassadors. Some of the previously existing PACs, such as the Latino PAC and Native American PAC, were combined starting in 2024-25 into the Parents in Action (PIA) group. This increased participation in these sessions allowed for multiple cultural viewpoints to be shared in

meetings. PACs remained focused on providing input towards actions that the district could implement to best meet the needs of students, with a primary focus on the needs of LI, EL, and FY students within each focus group.

Services from the Family and Community Engagement (FACE) Specialists were expanded in 2024-25 (Action 2.2). Rather than services for targeted schools, FACE Specialists were each assigned two schools, allowing all PSUSD sites to receive the benefit of this team's services. FACE Specialists continued to provide direct support to parents and families, collaborated with school staff to conduct family events at the school sites, and assisted with centralized services and workshops throughout the year.

PSUSD continued to work to improve the alignment of communication systems in 2024-25, an ongoing process throughout the last few academic years (Action 2.3). The Digital Media Specialist continued to provide guidance and support to school sites on how to better utilize social media communication channels and improved the district's presence through these communication channels. The ParentSquare program continued to be used as the primary communication tool between the district, school sites, and families. Parent training sessions continued to be offered to support families in accessing the platform and understanding the format. Parents continued to identify a positive increase in communication flow from schools and the district through the use of the system.

Diversity and Racial Equity (DRE) work continued through the 2024-25 academic year (Action 2.4). The Conscious Education program continued to provide training in bias and understanding cultural differences. The DRE Team continued to connect with LI, EL, and FY students and families of color throughout the year, discussing equity-related topics and supporting staff in related topics. The annual PSUSD Equity Conference was also successfully held in September 2024, connecting diversity and equity topics with local context as part of improving outcomes for LI, EL, and FY students of color.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

PSUSD received \$8,512 less in supplemental and concentration funds in 2024-25 than originally budgeted in the LCAP, a minor budgetary change which did not adversely impact services provided through the LCAP during the school year. Various differences between budgeted and actual expenditures did occur during the 2024-25 school year within Goal 2 actions as services adjusted to changing student needs. Although minor material differences aligned to programmatic cost were present, Goal 2 actions were generally implemented as initially designed. All shifts in funding within Goal 2 actions due to program adjustments and changes in costs are indicated on the budget and estimated actuals values reported for each action on the 2024-25 Action Tables within this plan document. There were no material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures within any Goal 2 action in the 2024-25 academic year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Although actions in Goal 2 contribute in part to Dashboard outcomes, most measures used for Goal 2 relate directly to parent, family, and community perceptions of district services and offerings. Additional information related to LCFF Priority 3: Family Engagement can be viewed on the California School Dashboard as a local indicator via the CDE-provided reflection tool. In addition to the listed metrics, educational partner input and feedback during the LCAP input collection process are also considered when determining whether progress is being made towards the district's goal of collaborating with families and communities to maintain positive involvement and engagement.

Family survey participation rates were similar in the Winter 2025 survey as compared to the prior year, with 2,775 completed in the baseline Winter 2024 administration and 2,755 in the Winter 2025 survey. The rates continue to indicate success in survey participation overall, as survey counts continue to remain at similar levels even though the district has been experiencing declining enrollment over multiple years. PSUSD will continue to work to increase these rates as part of collecting as much educational partner input as possible during each year within the LCAP cycle. Survey results in areas of family sense of belonging (95% favorable), school safety (94% favorable), and school climate of support for academic learning (95% favorable) from the Winter 2025 surveys reported increased levels of favorability as compared to prior years, with each area reporting an increase of two percentage points. This increase indicates a general pattern of overall effectiveness in improving district family perception of schools, which Goal 2 actions directly impact. Educational partner feedback during parent meetings over the course of the year continues to be generally positive about the district's efforts in these areas, which correspond with the survey results.

The Family Center continues to receive positive feedback regarding offerings and services (Action 2.1). The Family Center continued focusing on implementing educational activities that have been requested by educational partners and align with building relationships with families, partnering towards improving student outcomes, and creating input structures for decision-making. Participation in Family Center events continued to be high throughout the year, with filled workshop sessions and large attendance numbers at various resource events. Examples include the Parent Academy program, citizenship classes, STEM-con events hosted at middle schools throughout the year, and ongoing Parent Advisory Committee (PAC) structures. Educational partner input from both in-person feedback sessions and survey results indicates positive feedback regarding the offerings and supports provided by family engagement staff.

Educational partner feedback regarding the work of the FACE Specialists continues to be positive in 2024-25, even with the expansion of services to more schools through a similarly sized team. This continued positive feedback indicates the ongoing high quality of workshops and resources provided to families at school sites and in districtwide settings. The work of the team will continue to be refined, building a direct connection between the Family Center and school site staff to effectively meet the needs of LI, EL, and FY students and families, leading towards success in school. Bilingual office specialists continue to be a positive addition to the targeted school sites based on educational partner input, with particular positive notes from Spanish-speaking families who indicate that Spanish-speaking staff in the office increases the feeling of being welcomed at the school site. Parent survey results continue to indicate high favorability rates in school connectedness and feeling supported by school staff, as noted in the Measuring and Reporting Results section, an indication that the efforts of site-based support staff have been effective in connecting parents with schools. (Action 2.2)

Communication improvements took another step forward in 2024-25 (Action 2.3). The district's communication systems via social media channels have continued to improve through the work of the Digital Media Specialist, with regular information continuing to be disseminated via Facebook, Instagram, and X. ParentSquare continues to act as the district's unified communication system between families and schools. Feedback regarding the system continues to be positive, with parents commenting about receiving information frequently through the system and noting the ability to communicate directly with teachers. Parent training continues to be a need in onboarding and using the system effectively, and will continue to be supported through both site staff and the Family Center.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2 actions will be adjusted to allow for improved effectiveness monitoring and to further outline supports provided. In all cases, action funding levels have been adjusted as appropriate to account for overall budget reductions due to declining enrollment and lower than anticipated COLA in the state budget projection at the time of plan writing. Also factored in are increasing costs for both staffing and related program materials.

Action 2.1 (District Parent Engagement Center) will remain mostly unchanged for the 2024-25 academic year, with the Family Center continuing to provide resources and workshops for families to support their children's learning. Similarly, Action 2.2 (School Site Parent Support Staff) will also remain unchanged, with the FACE Specialists and bilingual support staff continuing to provide services at their assigned locations.

Action 2.3 (Communication) will continue to operate in the 2025-26 academic year, however the budgetary amount will increase as the full communications team will be reflected in this action starting with the 2025-26 LCAP update.

Action 2.4 (Diversity and Racial Equity) will feature some adjustment. Although services are expected to remain relatively unchanged at time of LCAP writing, the services will be coordinated under the direction of the district's Director of Title IX and Compliance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Family Engagement Center	The PSUSD Family Engagement Center provides services to LI, EL, and FY student families and facilitates multiple committees and workshops. A Parent Engagement Coordinator and Family Engagement Center staff develop these engagement opportunities in response to educational partner input and family needs. Funding is provided for these positions and operational funds to provide services and workshops.	\$494,531.00	Yes
2.2	School Site Parent Support Staff	Coordinated through the Family Engagement Center, Family and Community Engagement (FACE) Specialists are assigned to support school sites in the active engagement of families and community partners. FACE Specialists focus on the active engagement of LI, EL, and FY families through direct family contact, messaging via ParentSquare and	\$1,234,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>other communication methods, and holding site-based parent and family events and workshops.</p> <p>Bilingual office technicians are provided at five high priority elementary schools to facilitate daily parent engagement through oral and written translation and support, primarily focused on supporting our EL families.</p>		
2.3	Communication	In response to educational partner input, improvements will continue to be made to communication structures in order to develop a single cohesive communication system for district families. The district's communications team is focused on expanding communications across platforms including improving accessibility for LI, EL, and FY parents and families. Support is also provided to school sites in further developing their online communications systems and social media footprint to further support two-way communication with parents and families. Ongoing use and training related to ParentSquare will be provided through the Family Engagement Center and school site personnel.	\$422,722.00	Yes
2.4	Diversity and Racial Equity	Under the direction of the Director of Title IX and Compliance, the district's Diversity and Racial Equity (DRE) initiatives will continue to focus on the active engagement of staff and district educational partners in developing and using culturally-responsive methodologies. DRE initiatives will support students and staff in equity driven initiatives to ensure that all district campuses are welcoming environments, broadening awareness and providing strategies for inclusion. DRE Specialists will act as direct contact for this work, supporting LI, EL, and FY students, parents, and staff, in exploring related topics through workshops and support sessions. Conscious Education training for staff will continue to be provided as part of building awareness of biases and cultural differences. Funding is also provided for the annual district Equity Conference, bringing together educational partners to collaborate around equity topics.	\$477,429.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PSUSD believes that students are most successful in learning environments where their social-emotional needs are met and where they feel physically and emotionally safe. To that end, the district strives to create welcoming and inclusive environments where students can build strong interpersonal connections, mutually respectful relationships, and receive support as needed to be successful.

The metrics listed under Goal 3 were used to develop the goal statement and actions supporting the social, behavioral, and mental health needs of each LI, EL, and FY student group while providing access through promoting attendance at school. Various needs have been identified, indicating that the district must continue to provide various services to support these needs and respond to the changing conditions in students' lives.

The needs assessment conducted in preparation for the 2025-2026 version of the LCAP identified the following:

1. The district has been identified for Differentiated Assistance for two student groups based on the results of the Fall 2024 Dashboard: Foster Youth (FY) and American Indian (AI) students. Both groups reported chronic absenteeism rates in the Red performance level. Other indicators reporting in the lowest performance level include suspension rate (AI) and mathematics (FY). Targeted support is needed to meet the needs of each of these groups in connecting students with school daily and supporting academic and behavioral needs during the school day.
2. Chronic absenteeism rates saw the most improvement for the district based on 2023-24 outcomes. Per the Fall 2024 Dashboard, PSUSD's "all students" group reported in the Yellow performance level for chronic absenteeism (35.2%). Six district student groups reported in the Yellow performance level for this indicator, and twelve schools reported in the Yellow performance level for the "all students" group.
3. Suspension rates on the Fall 2024 Dashboard reported at 5.3%, placing the district in the Yellow performance level. Outcomes for student groups vary in this measure, indicating a continuing need for differentiated supports and MTSS structures to create equitable outcomes and address individual student needs.
4. Dropout rates declined in 2023-24 compared to the 2022-23 school year. This rate has improved since before the pandemic, indicating that support for struggling students has been successful.
5. Perceptions of school safety in the Winter 2025 student surveys were similar to Winter 2024 results. 64% of elementary students rated safety items favorably, increasing 5% points from the prior year's result. Secondary ratings increased 4%, from 65% in 2024 to 69% in 2025.

Additional work is still needed in school safety to increase positive survey response rates and leverage the improvement seen at both the elementary and secondary levels on the 2025 survey.

6. Student perceptions of school connectedness also reported similar levels in 2024. 72% of elementary students rated school connectedness items favorably, a decline of 1% from the prior year's result. Secondary ratings increased 4%, from 50% in 2024 to 54% in 2025. Efforts have commenced to better connect students with schools, however, continuing improvements are needed in creating welcoming, positive, and supportive environments.

7. Educational partner input and feedback continue to prioritize a need for additional mental health and social-emotional learning support for LI, EL, and FY students while at school.

The actions in Goal 3 are intended to create safe and supportive learning environments and provide services to ensure LI, EL, and FY students are physically and emotionally healthy. Actions are adjusted during the school year to respond to the rapidly evolving needs of students based on progress monitoring measures associated with the metrics noted in Goal 3. By improving the LI, EL, and FY student experience and serving individual and group needs, PSUSD will create emotionally safe and inspiring learning environments where students can reach their fullest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Suspension Rate-District</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 6.9% (Orange)</p> <p>English Learners (EL): 6.1% (Orange)</p> <p>Hispanic (HI): 6.6% (Orange)</p> <p>African American (AA): 15.4% (Red)</p> <p>Socioeconomically Disadvantaged (SED): 7% (Orange)</p> <p>Students with Disabilities (SWD): 9.1% (Red)</p> <p>Foster Youth (FY): 17.9% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 5.3% (Yellow)</p> <p>EL: 4.9% (Yellow)</p> <p>HI: 5.2% (Yellow)</p> <p>AA: 9.3% (Yellow)</p> <p>SED: 5.5% (Yellow)</p> <p>SWD: 7.9% (Yellow)</p> <p>FY: 13.5% (Yellow)</p> <p>AI: 12.6% (Red)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 6.0% (Yellow, -0.3% per year)</p> <p>English Learners (EL): 5.2% (Yellow, -0.3% per year)</p> <p>Hispanic (HI): 5.7% (Yellow, -0.3% per year)</p> <p>African American (AA): 9.4% (Yellow, -2.0% per year)</p> <p>Socioeconomically Disadvantaged (SED): 6.1%</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: -1.5% pts</p> <p>EL: -1.2% pts</p> <p>HI: -1.4% pts</p> <p>AA: -6.1% pts</p> <p>SED: -1.5% pts</p> <p>SWD: -1.2% pts</p> <p>FY: -4.4% pts</p> <p>AI: +5.6% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian (AI): 7.1% (Yellow)			(Yellow, -0.3% per year) Students with Disabilities (SWD): 6.1% (Yellow, -1.0% per year) Foster Youth (FY): 11.9% (Yellow, -2.0% per year) American Indian (AI): 6.2% (Yellow, -0.3% per year)	
3.2	<p>Suspension Rate-School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>Elementary Schools</p> <p>Cabot Yerxa SWD: 10.8% (Red) AA: 8.5% (Red)</p> <p>Julius Corsini ALL: 3.3% (Red) SED: 3.5% (Red) WH: 7% (Red)</p> <p>Vista del Monte WH: 8.6% (Red)</p> <p>Middle Schools</p> <p>Desert Springs ALL: 18.2% (Red) SED: 18.4% (Red) EL: 15.7% (Red) HOM: 19.8% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>Elementary Schools</p> <p>Cabot Yerxa SWD: 12.0% (Red) AA: 6.3% (Orange)</p> <p>Julius Corsini ALL: 3.0% (Green) SED: 3.0% (Green) WH: 9.1% (Red)</p> <p>Vista del Monte WH: 7.5% (Orange)</p> <p>Middle Schools</p> <p>Desert Springs</p>		<p>Fall 2026 CA School Dashboard</p> <p>Elementary Schools</p> <p>Cabot Yerxa SWD: 7.8% (Yellow, -1.0% per year) AA: 7.6% (Orange, -0.3% per year)</p> <p>Julius Corsini ALL: 2.4% (Green, -0.3% per year) SED: 2.6% (Green, -0.3% per year) WH: 4% (Orange, -1% per year)</p> <p>Vista del Monte</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>Elementary Schools</p> <p>Cabot Yerxa SWD: +1.2% pts AA: -2.2% pts</p> <p>Julius Corsini ALL: -0.3% pts SED: -0.5% pts WH: +2.1% pts</p> <p>Vista del Monte WH: -1.1% pts</p> <p>Middle Schools</p> <p>Desert Springs ALL: -8.0% pts SED: -7.8% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 21.8% (Red) AA: 28.6% (Red) HI: 17.5% (Red) WH: 16.7% (Red) James Workman ALL: 13.8% (Red) SED: 13.9% (Red) EL: 17.4% (Red) HOM: 12.5% (Red) FI: 15.2% (Red) HI: 14.1% (Red) Nellie Coffman SED: 12.2% (Red) HOM: 13.9% (Red) HI: 12.1% (Red) Painted Hills ALL: 15.9% (Red) SED: 16.1% (Red) HOM: 26.8% (Red) AA: 26.9% (Red) HI: 15.1% (Red) Raymond Cree ALL: 17.7% (Red) SED: 17.3% (Red) EL: 18% (Red) HOM: 22.2% (Red) SWD: 20.7% (Red) HI: 16.2% (Red) WH: 14.4% (Red) High Schools Cathedral City HS	ALL: 10.2% (Yellow) SED: 10.6% (Yellow) EL: 8.1% (Yellow) HOM: 11.6% (Yellow) SWD: 18.8% (Orange) AA: 20.0% (Orange) HI: 9.7% (Yellow) WH: 7.1% (Green) James Workman ALL: 12.9% (Orange) SED: 13.1% (Orange) EL: 12.4% (Yellow) HOM: 14.9% (Red) FI: 9.8% (Yellow) HI: 12.9% (Orange) Nellie Coffman SED: 9.5% (Yellow) HOM: 9.8% (Yellow) HI: 9.2% (Yellow) Painted Hills ALL: 10.4% (Yellow) SED: 10.1% (Yellow)		WH: 5.6% (Yellow, -1% per year) Middle Schools Desert Springs ALL: 15.2% (Orange, -1% per year) SED: 15.4% (Orange, -1% per year) EL: 12.7% (Orange, -1% per year) HOM: 13.8% (Orange, -2% per year) SWD: 15.8% (Orange, -2% per year) AA: 13.6% (Yellow, -5% per year) HI: 11.5% (Yellow, -2% per year) WH: 13.7% (Orange, -1% per year) James Workman ALL: 7.8% (Green, -2% per year) SED: 7.9% (Green, -2% per year)	EL: -7.6% pts HOM: -8.2% pts SWD: -3.0% pts AA: -8.6% pts HI: -7.8% pts WH: -9.6% pts James Workman ALL: -0.9% pt SED: -0.9% pt EL: -5.0% pts HOM: +2.4% pts FI: -5.5% pts HI: -1.2% pts Nellie Coffman SED: -2.7% pts HOM: -4.1% pts HI: -2.9% pts Painted Hills ALL: -5.5% pts SED: -6.0% pts HOM: -10.3% pts AA: -13.4% pts HI: -4.8% pts Raymond Cree ALL: -9.7% pts SED: -9.3% pts EL: -11.2% pts HOM: -16.7% pts SWD: -10.0% pts HI: -9.0% pts WH: -7.3% pts High Schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 10.1% (Red) Desert Hot Springs ALL: 10.5% (Red) SED: 10.6% (Red) FY: 32.4% (Red) HOM: 15.3% (Red) SWD: 18.8% (Red) AA: 29.4% (Red) Mt. San Jacinto HOM: 13.6% (Red) Palm Springs AA: 11.9% (Red) Rancho Mirage HS ALL: 12.8% (Red) SED: 13% (Red) HOM: 17.2% (Red) SWD: 21.3% (Red) AA: 31.6% (Red) HI: 13% (Red) WH: 11.8% (Red)	HOM: 16.5% (Orange) AA: 13.5% (Orange) HI: 10.3% (Yellow) Raymond Cree ALL: 8.0% (Green) SED: 8.0% (Green) EL: 6.8% (Green) HOM: 5.5% (Green) SWD: 10.7% (Yellow) HI: 7.2% (Green) WH: 7.1% (Green) High Schools Cathedral City High EL: 8.3% (Yellow) Desert Hot Springs ALL: 7.4% (Yellow) SED: 7.4% (Yellow) FY: 17.4% (No color, 23 students) HOM: 8.7% (Yellow) SWD: 12.1% (Yellow) AA: 10.9% (Orange)		EL: 11.4% (Yellow, -2% per year) HOM: 9.5% (Yellow, -1% per year) FI: 9.2% (Yellow, -2% per year) HI: 8.1% (Yellow, -2% per year) Nellie Coffman SED: 9.2% (Yellow, -1% per year) HOM: 9.4% (Yellow, -1.5% per year) HI: 9.1% (Yellow, -1% per year) Painted Hills ALL: 12.9% (Orange, -2% per year) SED: 10.1% (Yellow, -2% per year) HOM: 11.8% (Yellow, -5% per year) AA: 11.9% (Yellow, -5% per year) HI: 12.1% (Orange, -1% per year)	Cathedral City High EL: -1.8% pts Desert Hot Springs ALL: -3.1% pts SED: -3.2% pts FY: -15.0% pts HOM: -6.6% pts SWD: -6.7% pts AA: -18.5% pts Mt. San Jacinto HOM: +4.3% pts Palm Springs High AA: -2.1% pts Rancho Mirage High ALL: -3.0% pts SED: -3.0% pts HOM: -8.9% pts SWD: -0.9% pt AA: -14.9% pts HI: -2.8% pts WH: -5.7% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Mt. San Jacinto HOM: 17.9% (Red)</p> <p>Palm Springs High AA: 9.8% (Yellow)</p> <p>Rancho Mirage High ALL: 9.8% (Yellow) SED: 10.0% (Yellow) HOM: 8.3% (Yellow) SWD: 20.4% (Orange) AA: 16.7% (Orange) HI: 10.2% (Yellow) WH: 6.1% (Yellow)</p>		<p>Raymond Cree ALL: 11.7% (Yellow, -2% per year) SED: 11.3% (Yellow, -2% per year) EL: 12% (Yellow, -2% per year) HOM: 13.2% (Yellow, -3% per year) SWD: 11.7% (Yellow, -3% per year) HI: 13.2% (Orange, -1% per year) WH: 11.4% (Yellow, -1% per year)</p> <p>High Schools</p> <p>Cathedral City HS EL: 7.1% (Yellow, -1% per year)</p> <p>Desert Hot Springs ALL: 7.5% (Yellow, -1% per year) SED: 7.6% (Yellow, -1% per year) FY: 11.4% (Orange, -7% per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>HOM: 12.3% (Orange, -1% per year)</p> <p>SWD: 12.8% (Orange, -2% per year)</p> <p>AA: 14.4% (Orange, -5% per year)</p> <p>Mt. San Jacinto HOM: 10.6% (Orange, -1% per year)</p> <p>Palm Springs AA: 8.9% (Yellow, -1% per year)</p> <p>Rancho Mirage HS ALL: 9.8% (Yellow, -1% per year) SED: 10% (Yellow, -1% per year) HOM: 14.2% (Orange, -1% per year) SWD: 15.3% (Yellow, -2% per year) AA: 13.6% (Yellow, -6% per year) HI: 10% (Yellow, -1% per year) WH: 8.8% (Yellow, -1% per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	<p>Expulsion Rates</p> <p>Source: CDE DataQuest</p> <p>Percentage of students expelled during the school year.</p>	<p>CDE DataQuest 2022-2023</p> <p>ALL: 0.2%</p> <p>EL: 0.2%</p> <p>HI: 0.2%</p> <p>AA: 0.7%</p> <p>SED: 0.2%</p> <p>SWD: 0.1%</p> <p>FY: 0.6%</p> <p>AI: 1.2%</p>	<p>CDE DataQuest 2023-2024</p> <p>ALL: 0.1%</p> <p>EL: 0.1%</p> <p>HI: 0.1%</p> <p>AA: 0.1%</p> <p>SED: 0.1%</p> <p>SWD: 0.0%</p> <p>FY: 0.6%</p> <p>AI: 0.0%</p>		<p>2026-2027 Results</p> <p>ALL: maintain under 0.5%</p> <p>EL: maintain under 0.5%</p> <p>HI: maintain under 0.5%</p> <p>AA: maintain under 0.5%</p> <p>SED: maintain under 0.5%</p> <p>SWD: maintain under 0.5%</p> <p>FY: 0.5% or less</p>	<p>CDE DataQuest, Change Results</p> <p>ALL: -0.1% pt</p> <p>EL: -0.1% pt</p> <p>HI: -0.1% pt</p> <p>AA: -0.6% pt</p> <p>SED: -0.1% pt</p> <p>SWD: -0.1% pt</p> <p>FY: 0 change</p> <p>AI: -1.2% pts</p>
3.4	<p>Student Attendance Rate</p> <p>Source: Local Calculation</p> <p>Average percentage of students attending each school day.</p>	<p>Local Calculation 2022-2023</p> <p>ALL: 88.2%</p> <p>EL: 88.4%</p> <p>HI: 88.3%</p> <p>AA: 84.7%</p> <p>SED: 89.4%</p> <p>SWD: 86.3%</p> <p>FY: 83.8%</p> <p>AI: 83.8%</p> <p>NOTE: 2022-2023 attendance rates were significantly impacted by health guidance rules for the academic year.</p>	<p>Local Calculation 2023-2024</p> <p>ALL: 90.4%</p> <p>EL: 91.3%</p> <p>HI: 90.6%</p> <p>AA: 87.5%</p> <p>SED: 90.4%</p> <p>SWD: 88.9%</p> <p>FY: 87.8%</p> <p>AI: 88.0%</p>		<p>ALL: 95.0% or higher</p> <p>EL: 95.0% or higher</p> <p>HI: 95.0% or higher</p> <p>AA: 95.0% or higher</p> <p>SED: 95.0% or higher</p> <p>SWD: 95.0% or higher</p> <p>FY: 95.0% or higher</p>	<p>Local Calculation, Change Results</p> <p>ALL: +2.2% pts</p> <p>EL: +2.9% pts</p> <p>HI: +2.3% pts</p> <p>AA: +2.8% pts</p> <p>SED: +1.0% pts</p> <p>SWD: +2.6% pts</p> <p>FY: +4.0% pts</p> <p>AI: +4.2% pts</p>
3.5	Chronic Absenteeism-District	<p>Fall 2023 CA School Dashboard</p> <p>ALL: 38.9% (Red)</p>	<p>Fall 2024 CA School Dashboard</p>		<p>Fall 2026 CA School Dashboard</p>	<p>Fall 2024 CA School Dashboard, Change Results</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	EL: 35.4% (Red) HI: 38.7% (Red) AA: 48.3% (Red) SED: 39.1% (Red) SWD: 46.7% (Red) FY: 44.1% (Red) HOM: 47.7% (Red) FI: 16.8% (Red) TOM: 41.1% (Red) WH: 41.5% (Red)	ALL: 35.2% (Yellow) EL: 30.1% (Yellow) HI: 34.7% (Yellow) AA: 47.0% (Yellow) SED: 35.6% (Yellow) SWD: 42.2% (Yellow) FY: 47.0% (Red) HOM: 38.3% (Yellow) FI: 14.0% (Yellow) TOM: 41.5% (Red) WH: 37.2% (Yellow)		ALL: 29.9% (Yellow, avg -3.0% per year) EL: 24.4% (Yellow, avg -3.0% per year) HI: 29.7% (Yellow, avg -3.0% per year) AA: 27.3% (Yellow, avg -7.0% per year) SED: 27.1% (Yellow, avg -4.0% per year) SWD: 25.7% (Yellow, avg -7.0% per year) FY: 26.1% (Yellow, avg -6.0% per year) HOM: 29.7% (Yellow, avg -6.0% per year) FI: 10.8% (Yellow, avg -2.0% per year) TOM: 29.1% (Yellow, avg -4.0% per year) WH: 29.5% (Yellow, avg -4.0% per year)	ALL: -3.7% pts EL: , -5.3% pts HI: -4.0% pts AA: -1.3% pts SED: -3.5% pts SWD: -4.5% pts FY: +2.9% pts HOM: -9.4% pts FI: -2.8% pts TOM: +0.4% pt WH: -4.2% pts
3.6	Chronic Absenteeism-School and Student Group	Fall 2023 CA School Dashboard	Fall 2024 CA School Dashboard		Fall 2026 CA School Dashboard	Fall 2024 CA School Dashboard, Change Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	<p>Elementary Schools</p> <p>Agua Caliente ALL: 37.9% (Red) SED: 37.6% (Red) EL: 33.1% (Red) HOM: 38.7% (Red) SWD: 47.2% (Red) HI: 37.1% (Red)</p> <p>Bella Vista ALL: 49.5% (Red) SED: 50.8% (Red) EL: 48.3% (Red) HOM: 60.8% (Red) SWD: 51.1% (Red) HI: 50.8% (Red) TOM: 45.3% (Red) WH: 51.4% (Red)</p> <p>Bubbling Wells ALL: 43.7% (Red) SED: 43.6% (Red) EL: 41.5% (Red) SWD: 53.8% (Red) HI: 43.2% (Red)</p> <p>Cabot Yerxa ALL: 49.8% (Red) SED: 49.7% (Red) EL: 41.6% (Red) HOM: 58.2% (Red) SWD: 43.5% (Red) AA: 50.0% (Red) HI: 49.9% (Red) WH: 38.1% (Red)</p>	<p>Elementary Schools</p> <p>Agua Caliente ALL: 24.7% (Yellow) SED: 24.9% (Yellow) EL: 21.5% (Yellow) HOM: 20.9% (Orange) SWD: 32.8% (Orange) HI: 23.9% (Yellow)</p> <p>Bella Vista ALL: 48.2% (Orange) SED: 48.7% (Orange) EL: 42.9% (Yellow) HOM: 48.5% (Orange) SWD: 48.3% (Orange) HI: 49.0% (Orange) TOM: 46.5% (Red) WH: 44.9% (Orange)</p> <p>Bubbling Wells ALL: 37.6% (Yellow) SED: 37.6% (Yellow) EL: 34.3% (Yellow)</p>		<p>Elementary Schools</p> <p>Agua Caliente ALL: 28.9% (Yellow, avg -3.0% per year) SED: 28.6% (Yellow, avg -3.0% per year) EL: 24.1% (Yellow, avg -3.0% per year) HOM: 29.7% (Yellow, avg -3.0% per year) SWD: 26.2% (Yellow, avg -7.0% per year) HI: 28.1% (Yellow, avg -3.0% per year)</p> <p>Bella Vista ALL: 37.5% (Yellow, avg -4.0% per year) SED: 38.8% (Yellow, avg -4.0% per year) EL: 39.3% (Yellow, avg -3.0% per year) HOM: 45.8% (Yellow, avg -5.0% per year)</p>	<p>Elementary Schools</p> <p>Agua Caliente ALL: -13.1% pts SED: -12.7% pts EL: -11.6% pts HOM: -17.8% pts SWD: -14.4% pts HI: -13.2% pts</p> <p>Bella Vista ALL: -1.3% pts SED: -2.1% pts EL: -5.4% pts HOM: -12.3% pts SWD: -2.8% pts HI: -1.8% pts TOM: +1.2% pts WH: -6.5% pts</p> <p>Bubbling Wells ALL: -6.1% pts SED: -6.0% pts EL: -7.1% pts SWD: +2.6% pts HI: -5.1% pts</p> <p>Cabot Yerxa ALL: -1.8% pts SED: -1.9% pts EL: -2.2% pts HOM: -15.1% pts SWD: +8.7% pts AA: -1.6% pts HI: -2.9% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cahuilla ALL: 43.6% (Red) SED: 44.2% (Red) EL: 32.8% (Red) HOM: 61.9% (Red) SWD: 52.7% (Red) AA: 52.2% (Red) HI: 41.7% (Red) WH: 52.8% (Red) Cathedral City ES ALL: 38.9% (Red) SED: 39.3% (Red) EL: 32.1% (Red) HOM: 42.2% (Red) SWD: 45.5% (Red) HI: 37.9% (Red) Della Lindley ALL: 34.8% (Red) SED: 35.4% (Red) EL: 30.2% (Red) HOM: 47.9% (Red) SWD: 47.7% (Red) HI: 34% (Red) WH: 46.5% (Red) Julius Corsini ALL: 56.8% (Red) SED: 56.7% (Red) EL: 51.9% (Red) SWD: 58% (Red) AA: 66.7% (Red) HI: 55.2% (Red) WH: 55.3% (Red) Katherine Finchy	SWD: 56.4% (Red) HI: 38.0% (Yellow) Cabot Yerxa ALL: 48.0% (Orange) SED: 47.8% (Orange) EL: 39.5% (Orange) HOM: 43.1% (Orange) SWD: 52.2% (Red) AA: 48.4% (Orange) HI: 47.0% (Orange) WH: 54.5% (Red) Cahuilla ALL: 38.7% (Yellow) SED: 39.9% (Yellow) EL: 28.4% (Orange) HOM: 41.7% (Orange) SWD: 49.2% (Orange) AA: 56.3% (Red) HI: 36.2% (Yellow) WH: 56.3% (Red) Cathedral City Elementary		SWD: 39.1% (Yellow, avg -4.0% per year) HI: 40.3% (Yellow, avg -3.5% per year) TOM: 36.3% (Yellow, avg -3.0% per year) WH: 39.4% (Yellow, avg -4.0% per year) Bubbling Wells ALL: 34.7% (Yellow, avg -3.0% per year) SED: 34.6% (Yellow, avg -3.0% per year) EL: 32.5% (Yellow, avg -3.0% per year) SWD: 41.8% (Yellow, avg -4.0% per year) HI: 34.2% (Yellow, avg -3.0% per year) Cabot Yerxa ALL: 37.8% (Yellow, avg -4.0% per year) SED: 37.7% (Yellow, avg -4.0% per year)	WH: +16.4% pts Cahuilla ALL: -4.9% pts SED: -4.3% pts EL: -4.4% pts HOM: -20.2% pts SWD: -3.5% pts AA: +4.1% pts HI: -5.5% pts WH: +3.4% pts Cathedral City Elementary ALL: -6.4% pts SED: -7.0% pts EL: -8.9% pts HOM: -10.8% pts SWD: -2.2% pts HI: -7.9% pts Della Lindley ALL: -2.5% pts SED: -2.8% pts EL: -2.3% pts HOM: -8.2% pts SWD: -10.0% pts HI: -2.9% pts WH: -7.5% pts Julius Corsini ALL: -3.2% pts SED: -2.5% pts EL: -8.5% pts SWD: +2.6% pts AA: -4.4% pts HI: -2.9% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ALL: 35.6% (Red) SED: 35.6% (Red) EL: 28.3% (Red) HOM: 50% (Red) SWD: 54.9% (Red) AA: 53.8% (Red) HI: 35.8% (Red) TOM: 36.4% (Red) WH: 32% (Red)</p> <p>Landau ALL: 33.5% (Red) SED: 33.5% (Red) EL: 32.8% (Red) HI: 34.9% (Red)</p> <p>Rancho Mirage ES ALL: 38.6% (Red) SED: 39.6% (Red) EL: 34.2% (Red) HOM: 47.1% (Red) SWD: 53.8% (Red) HI: 41.7% (Red)</p> <p>Rio Vista ALL: 36.4% (Red) SED: 36% (Red) EL: 34.8% (Red) HOM: 49.1% (Red) SWD: 42.4% (Red) HI: 36.4% (Red) WH: 39.1% (Red)</p> <p>Sunny Sands ALL: 28% (Red) SED: 28% (Red) HOM: 35.4% (Red)</p>	<p>ALL: 32.5% (Yellow) SED: 32.3% (Yellow) EL: 23.2% (Yellow) HOM: 31.4% (Orange) SWD: 43.4% (Orange) HI: 30.0% (Yellow)</p> <p>Della Lindley ALL: 32.3% (Orange) SED: 32.6% (Orange) EL: 27.9% (Orange) HOM: 39.7% (Orange) SWD: 37.7% (Orange) HI: 31.1% (Orange) WH: 39.0% (Orange)</p> <p>Julius Corsini ALL: 53.6% (Yellow) SED: 54.2% (Orange) EL: 43.4% (Orange) SWD: 60.6% (Red) AA: 62.3% (Orange)</p>		<p>EL: 32.6% (Yellow, avg -3.0% per year) HOM: 43.2% (Yellow, avg -5.0% per year) SWD: 7.8% (Yellow, avg -1.0% per year) AA: 5.5% (Green, avg -1.0% per year) HI: 37.9% (Yellow, avg -4.0% per year) WH: 29.1% (Yellow, avg -3.0% per year)</p> <p>Cahuilla ALL: 31.6% (Yellow, avg -4.0% per year) SED: 32.2% (Yellow, avg -4.0% per year) EL: 23.8% (Yellow, avg -3.0% per year) HOM: 46.9% (Yellow, avg -5.0% per year) SWD: 40.7% (Yellow, avg -4.0% per year)</p>	<p>WH: -7.6% pts Katherine Finchy ALL: -7.4% pts SED: -5.3% pts EL: -11.8% pts HOM: -12.5% pts SWD: -15.3% pts AA: -17.2% pts HI: -7.5% pts TOM: +2.3% pts WH: -7.9%pts</p> <p>Landau ALL -0.4% pt SED: -0.5% pt EL: -2.6% pts HI: -1.8% pts</p> <p>Rancho Mirage Elementary ALL: -5.3% pts SED: -2.8% pts EL: +0.7% pt HOM: -0.8% pt SWD: -8.9% pts HI: -1.4% pts</p> <p>Rio Vista ALL: -4.9% pts SED: -4.4% pts EL: -4.7% pts HOM: -7.4% pts SWD: -6.1% pts HI: -2.9% pts WH: -11.3% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 22.2% (Red) HI: 27.8% (Red) WH: 30.8% (Red) Two Bunch Palms WH: 65.4% (Red) Vista del Monte ALL: 35.4% (Red) SED: 35.5% (Red) EL: 29.1% (Red) SWD: 38.8% (Red) HI: 34.3% (Red) WH: 38.2% (Red) Middle Schools Desert Springs ALL: 47.1% (Red) SED: 47.1% (Red) EL: 41.6% (Red) HOM: 60.8% (Red) SWD: 53.8% (Red) AA: 61.5% (Red) HI: 46.6% (Red) James Workman ALL: 29% (Red) SED: 29.1% (Red) EL: 33.5% (Red) HOM: 37.8% (Red) SWD: 41% (Red) HI: 29.9% (Red) WH: 30.8% (Red) Nellie Coffman ALL: 35.8% (Red)	HI: 52.3% (Yellow) WH: 47.6%(Orange) Katherine Finchy ALL: 28.2% (Yellow) SED: 30.3% (Yellow) EL: 16.5% (Yellow) HOM: 37.5% (Orange) SWD: 39.6% (Orange) AA: 36.6% (Orange) HI: 28.3% (Yellow) TOM: 38.7% (Red) WH: 24.1% (Orange) Landau ALL 33.1% (Red) SED: 33.0% (Orange) EL: 30.2% (Orange) HI: 33.1% (Orange) Rancho Mirage Elementary ALL: 33.3% (Yellow) SED: 36.8% (Orange) EL: 34.9% (Red)		AA: 40.2% (Yellow, avg -4.0% per year) HI: 32.7% (Yellow, avg -3.0% per year) WH: 40.8% (Yellow, avg -4.0% per year) Cathedral City ES ALL: 29.9% (Yellow, avg -3.0% per year) SED: 27.3% (Yellow, avg -4.0% per year) EL: 23.1% (Yellow, avg -3.0% per year) HOM: 30.2% (Yellow, avg -4.0% per year) SWD: 33.5% (Yellow, avg -4.0% per year) HI: 28.9% (Yellow, avg -3.0% per year) Della Lindley ALL: 25.8% (Yellow, avg -3.0% per year) SED: 26.4% (Yellow, avg -3.0% per year)	Sunny Sands ALL: -9.2% pts SED: -9.0% pts HOM: -14.0% pts SWD: -5.5% pts HI: -7.4% pts WH: -28.8% pts Two Bunch Palms WH: -0.6% pt Vista del Monte ALL: -3.0% pts SED: -2.9% pts EL: -3.3% pts SWD: -1.3% pts HI: -1.7% pts WH: -10.0% pts Middle Schools Desert Springs ALL: -4.5% pts SED: -3.7% pts EL: -7.3% pts HOM: -18.4% pts SWD: -4.3% pts AA: -17.6% pts HI: -4.7% pts James Workman ALL: +1.0% pts SED: +0.8% pt EL: -2.8% pts HOM: +1.6% pts SWD: +4.7% pts HI: 0 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 35.6% (Red) EL: 35.3% (Red) HOM: 44.4% (Red) SWD: 48.5% (Red) HI: 35.2% (Red) WH: 54.5% (Red) Painted Hills ALL: 51.1% (Red) SED: 51.1% (Red) EL: 45.4% (Red) HOM: 56.7% (Red) SWD: 60% (Red) AA: 65.3% (Red) HI: 50.2% (Red) WH: 54.7% (Red) Raymond Cree ALL: 32% (Red) SED: 32.2% (Red) SWD: 48.2% (Red) AA: 41.3% (Red) HI: 32.1% (Red) WH: 34.7% (Red)	HOM: 46.3% (Orange) SWD: 44.9% (Orange) HI: 40.3% (Orange) Rio Vista ALL: 31.5% (Yellow) SED: 31.6% (Yellow) EL: 30.1% (Yellow) HOM: 41.7% (Orange) SWD: 36.3% (Yellow) HI: 33.5% (Yellow) WH: 27.8% (Orange) Sunny Sands ALL: 18.8% (Yellow) SED: 19.0% (Yellow) HOM: 21.4% (Orange) SWD: 16.7% (Yellow) HI: 20.4% (Yellow) WH: 2.0% (Blue) Two Bunch Palms WH: 64.8% (Orange)		EL: 21.2% (Yellow, avg -3.0% per year) HOM: 32.9% (Yellow, avg -5.0% per year) SWD: 32.7% (Yellow, avg -5.0% per year) HI: 25% (Yellow, avg -3.0% per year) WH: 31.5% (Yellow, avg -5.0% per year) Julius Corsini ALL: 41.8% (Yellow, avg -5.0% per year) SED: 41.7% (Yellow, avg -5.0% per year) EL: 42.9% (Yellow, avg -3.0% per year) SWD: 43% (Yellow, avg -5.0% per year) AA: 45.7% (Yellow, avg -7.0% per year) HI: 43.2% (Yellow, avg -4.0% per year)	WH: +10.0% pts Nellie Coffman ALL: -0.3% pt SED: 0 change EL: -3.1% pts HOM: -14.0% pts SWD: -1.4% pts HI: -0.4% pt WH: -1.2% pts Painted Hills ALL: -4.5% pts SED: -4.4% pts EL: -1.3% pts HOM: -15.7% pts SWD: -4.5% pts AA: -12.1% pts HI: -4.4% pts WH: -5.9% pts Raymond Cree ALL: -2.5% pts SED: -2.9% pts SWD: -12.7% pts AA: -10.7% pts HI: -3.0% pts WH: -1.0% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Vista del Monte ALL: 32.4% (Yellow) SED: 32.6% (Orange) EL: 25.8% (Yellow) SWD: 37.5% (Orange) HI: 32.6% (Orange) WH: 28.2% (Orange)</p> <p>Middle Schools</p> <p>Desert Springs ALL: 42.6% (Yellow) SED: 43.4% (Yellow) EL: 34.3% (Yellow) HOM: 42.4% (Orange) SWD: 49.5% (Orange) AA: 43.9% (Orange) HI: 41.9% (Yellow)</p> <p>James Workman ALL: 30.0% (Red) SED: 29.9% (Red) EL: 30.7% (Orange) HOM: 39.4% (Red) SWD: 45.7% (Red) HI: 29.9% (Red)</p>		<p>WH: 43.3% (Yellow, avg -4.0% per year)</p> <p>Katherine Finchy ALL: 24.6% (Yellow, avg -3.0% per year) SED: 24.6% (Yellow, avg -3.0% per year) EL: 19.3% (Yellow, avg -3.0% per year) HOM: 38% (Yellow, avg -4.0% per year) SWD: 39.9% (Yellow, avg -5.0% per year) AA: 35.8% (Yellow, avg -6.0% per year) HI: 26.8% (Yellow, avg -3.0% per year) TOM: 27.4% (Yellow, avg -3.0% per year) WH: 23% (Yellow, avg -3.0% per year)</p> <p>Landau ALL: 24.5% (Yellow, avg -3.0% per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			WH: 40.8% (Red) Nellie Coffman ALL: 35.5% (Red) SED: 35.6% (Red) EL: 32.4% (Orange) HOM: 30.4% (Orange) SWD: 47.1% (Orange) HI: 34.8% (Red) WH: 53.3% (Orange) Painted Hills ALL: 46.6% (Yellow) SED: 46.7% (Yellow) EL: 44.1% (Orange) HOM: 41.0% (Orange) SWD: 55.5% (Orange) AA: 53.2% (Orange) HI: 45.8% (Yellow) WH: 48.8% (Orange) Raymond Cree ALL: 29.5% (Orange) SED: 29.3% (Orange)		SED: 24.5% (Yellow, avg -3.0% per year) EL: 23.8% (Yellow, avg -3.0% per year) HI: 25.9% (Yellow, avg -3.0% per year) Rancho Mirage ES ALL: 29.6% (Yellow, avg -3.0% per year) SED: 30.6% (Yellow, avg -3.0% per year) EL: 25.2% (Yellow, avg -3.0% per year) HOM: 32.1% (Yellow, avg -5.0% per year) SWD: 38.8% (Yellow, avg -5.0% per year) HI: 32.7% (Yellow, avg -3.0% per year) Rio Vista ALL: 27.4% (Yellow, avg -3.0% per year) SED: 27% (Yellow, avg -3.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 35.5% (Orange) AA: 30.6% (Orange) HI: 29.1% (Yellow) WH: 33.7% (Orange)		EL: 25.8% (Yellow, avg -3.0% per year) HOM: 34.1% (Yellow, avg -5.0% per year) SWD: 33.4% (Yellow, avg -3.0% per year) HI: 27.4% (Yellow, avg -3.0% per year) WH: 30.1% (Yellow, avg -3.0% per year) Sunny Sands ALL: 19% (Yellow, avg -3.0% per year) SED: 19% (Yellow, avg -3.0% per year) HOM: 20.4% (Yellow, avg -5.0% per year) SWD: 19.2% (Yellow, avg -1.0% per year) HI: 18.8% (Yellow, avg -3.0% per year) WH: 20.3% (Yellow, avg -3.5% per year) Two Bunch Palms	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>WH: 44.4% (Yellow, avg -7.0% per year)</p> <p>Vista del Monte ALL: 26.4% (Yellow, avg -3.0% per year) SED: 26.5% (Yellow, avg -3.0% per year) EL: 20.1% (Yellow, avg -3.0% per year) SWD: 26.8% (Yellow, avg -4.0% per year) HI: 25.3% (Yellow, avg -3.0% per year) WH: 26.2% (Yellow, avg -4.0% per year)</p> <p>Middle Schools</p> <p>Desert Springs ALL: 32.1% (Yellow, avg -5.0% per year) SED: 32.1% (Yellow, avg -5.0% per year) EL: 32.6% (Yellow, avg -3.0% per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>HOM: 39.8% (Yellow, avg -4.0% per year) SWD: 38.8% (Yellow, avg -5.0% per year) AA: 40.5% (Yellow, avg -7.0% per year) HI: 37.6% (Yellow, avg -3.0% per year)</p> <p>James Workman ALL: 20% (Yellow, avg -3.0% per year) SED: 20.1% (Yellow, avg -3.0% per year) EL: 24.5% (Yellow, avg -3.0% per year) HOM: 25.8% (Yellow, avg -4.0% per year) SWD: 26% (Yellow, avg -5.0% per year) HI: 20.9% (Yellow, avg -3.0% per year) WH: 21.8% (Yellow, avg -3.0% per year)</p> <p>Nellie Coffman</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>ALL: 26.8% (Yellow, avg -3.0% per year) SED: 26.6% (Yellow, avg -3.0% per year) EL: 26.3% (Yellow, avg -3.0% per year) HOM: 32.4% (Yellow, avg -4.0% per year) SWD: 36.5% (Yellow, avg -4.0% per year) HI: 26.2% (Yellow, avg -3.0% per year) WH: 39.5% (Yellow, avg -5.0% per year)</p> <p>Painted Hills ALL: 36.1% (Yellow, avg -5.0% per year) SED: 36.1% (Yellow, avg -5.0% per year) EL: 36.4% (Yellow, avg -3.0% per year) HOM: 38.7% (Yellow, avg -6.0% per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 39% (Yellow, avg -7.0% per year) AA: 41.3% (Yellow, avg -8.0% per year) HI: 38.2% (Yellow, avg -4.0% per year) WH: 42.7% (Yellow, avg -4.0% per year) Raymond Cree ALL: 23% (Yellow, avg -3.0% per year) SED: 23.2% (Yellow, avg -3.0% per year) SWD: 30.2% (Yellow, avg -6.0% per year) AA: 29.3% (Yellow, avg -4.0% per year) HI: 23.1% (Yellow, avg -3.0% per year) WH: 25.7% (Yellow, avg -3.0% per year)	
3.7	High School 4-Year Adjusted Cohort Dropout Rate	CDE DataQuest 2022-2023 ALL: 7.9% EL: 13.2%	CDE DataQuest 2023-2024 ALL: 5.4% EL: 8.2%		2026-2027 Results ALL: 2.0% or lower EL: 2.0% or lower HI: 2.0% or lower	CDE DataQuest, Change Results ALL: -2.5% pts EL: -5.0% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CDE DataQuest Percentage of students in the Adjusted 4-year Graduation Cohort reported as dropouts	HI: 7.6% AA: 9.4% SED: 7.8% SWD: 16.5% FY: 27.8%	HI: 5.2% AA: 6.3% SED: 5.4% SWD: 9.1% FY: 16.1%		AA: 2.0% or lower SED: 2.0% or lower SWD: 2.0% or lower FY: 2.0% or lower	HI: -2.4% pts AA: -3.1% pts SED: -2.4% pts SWD: -7.4% pts FY: -11.7% pts
3.8	Middle School Dropout Rate Source: Local Calculation Percentage of middle school students reported as dropouts	Local Calculation Middle School Dropout Rate 2022-2023 ALL: 0.14% (4 students) EL: 0.07% HI: 0.10% AA: 0.03% SED: 0.14% SWD: 0.03% FY: NA (n=0) AI: NA (n=0)	Local Calculation Middle School Dropout Rate 2023-2024 ALL: 0.03% (1 student) EL: 0.0% HI: 0.03% AA: 0.0% SED: 0.03% SWD: 0.0% FY: NA (n=0) AI: NA (n=0)		2026-2027 Results ALL: maintain under 0.5% EL: maintain under 0.5% HI: maintain under 0.5% AA: maintain under 0.5% SED: maintain under 0.5% SWD: maintain under 0.5% FY: maintain under 0.5% AI: maintain under 0.5%	Local Calculation, Change Results ALL: -0.11% pt EL: -0.07% pt HI: -0.07% pt AA: -0.03% pt SED: -0.11% pt SWD: -0.03% pt FY: NA (n=0) AI: NA (n=0)
3.9	Student Perception of School Connectedness via School Climate Survey Source: Panorama Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	School Connectedness 2023-2024 ALL: Elementary (Elem) 73%, Secondary (Sec) 50% EL: Elem 77%, Sec 50% HI: Elem 73%, Sec 50% AA: Elem 65%, Sec 44% SED: Elem 75%, Sec 52%	School Connectedness 2024-2025 ALL: Elementary (Elem) 72%, Secondary (Sec) 54% EL: Elem 71%, Sec 52% HI: Elem 73%, Sec 54%		School Connectedness 2026-2027 ALL: Elementary (Elem) 76%, Secondary (Sec) 53% (avg +1.0% per year) EL: Elem 80%, Sec 53% (avg +1.0% per year)	School Connectedness, Change Results ALL: Elem -1.0% pt, Sec +4.0% pts EL: Elem -6.0% pts, Sec +2.0% pts HI: Elem 0.0% pts, Sec +4.0% pts AA: Elem 0.0% pts, Sec +3.0% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Elem 73%, Sec 48% FY: Elem 64%, Sec 43% AI: Elem 54%, Sec 40%	AA: Elem 65%, Sec 47% SED: Elem 71%, Sec 54% SWD: Elem 72%, Sec 51% FY: Elem 65%, Sec 46% AI: Elem 74%, Sec 42%		HI: Elem 76%, Sec 53% (avg +1.0% per year) AA: Elem 68%, Sec 47% (avg +1.0% per year) SED: Elem 78%, Sec 55% (avg +1.0% per year) SWD: Elem 76%, Sec 51% (avg +1.0% per year) FY: Elem 67%, Sec 46% (avg +1.0% per year) AI: Elem 57%, Sec 43% (avg +1.0% per year)	SED: Elem -4.0% pts, Sec +2.0% pts SWD: Elem -1.0% pt, Sec +3.0% pts FY: Elem +1.0% pt, Sec +3.0% pts AI: Elem +20.0% pts, Sec +2.0% pts
3.10	Student Perception of School Safety via School Climate Survey Source: Panorama Percentage of students reporting favorably regarding School Safety	Safety 2023-2024 ALL: Elementary (Elem) 59%, Secondary (Sec) 65% EL: Elem 66%, Sec 65% HI: Elem 60%, Sec 65% AA: Elem 55%, Sec 55% SED: Elem 61%, Sec 64% SWD: Elem 57%, Sec 59% FY: Elem 50%, Sec 54% AI: Elem 59%, Sec 73%	Safety 2024-2025 ALL: Elementary (Elem) 64%, Secondary (Sec) 69% EL: Elem 61%, Sec 67% HI: Elem 65%, Sec 70% AA: Elem 58%, Sec 63% SED: Elem 61%, Sec 69% SWD: Elem 63%, Sec 66% FY: Elem 56%, Sec 51%		Safety 2026-2027 ALL: Elementary (Elem) 62%, Secondary (Sec) 68% (avg +1.0% per year) EL: Elem 69%, Sec 68% (avg +1.0% per year) HI: Elem 63%, Sec 68% (avg +1.0% per year) AA: Elem 58%, Sec 58% (avg +1.0% per year) SED: Elem 64%, Sec 67% (avg +1.0% per year)	Safety, Change Results ALL: Elem +5.0% pts, Sec +4.0% pts EL: Elem -5.0% pts, Sec +2.0% pts HI: Elem +5.0% pts, Sec +5.0% pts AA: Elem +3.0% pts, Sec +8.0% pts SED: Elem 0.0% pts, Sec +5.0% pts SWD: Elem +6.0% pts, Sec +7.0% pts FY: Elem +6.0% pts, Sec -3.0% pts AI: Elem +7.0% pts, Sec -5.0% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AI: Elem 66%, Sec 68%		SWD: Elem 60%, Sec 62% (avg +1.0% per year) FY: Elem , Sec (contacted Kanani) (avg +1.0% per year) AI: Elem 62%, Sec 76% (avg +1.0% per year)	
3.11	Williams Facilities Inspection Results	100% Williams Facilities Compliance for 2023-2024 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2024-2025 per Riverside County Office of Education inspection results.		100% Williams Facilities Compliance for 2026-2027 per Riverside County Office of Education inspection results.	2024-2025 Change Results Zero change from baseline.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions and services within Goal 3 were fully implemented with some modifications aligned with identified LI, EL, and FY student needs.

Goal 3 features a number of successfully implemented actions during the 2024-25 academic year supporting students' social-emotional, mental health, behavior, and physical health needs. Successful support structures provided by the additional counselors, mental health staff, and MTSS Coaches continued to provide layers of services to effectively meet the individualized needs of LI, EL, and FY students. Positive educational partner input and feedback indicate successful efforts related to supporting individual student needs and providing multiple access points for counseling and mental health services, while local progress monitoring continues to indicate decreases in suspension rates across most school sites.

Chronic absenteeism continued to be a significant issue during the 2024-25 school year, continuing a trend over the last four years. Fall 2024 Dashboard results indicated improvement in chronic absenteeism rates, however, significant needs persist districtwide, with rates reporting in the Very High status level for all groups. Local progress monitoring indicates continued improvement in general throughout 2024-25, however rates continue to routinely report in equivalent rates to the High and Very High status levels. Related actions included specific Goal

3 actions noted below, as well as strategic attendance improvement planning implemented throughout the school year. Other successes, challenges, and general implementation information by Goal 3 action are noted below.

Additional counseling support continued to be offered for all grade levels across the district in 2024-25, maintaining systems that have been determined to be effective over the last few years in supporting students (Action 3.1). Mental health services (Action 3.2) continue to be a priority, based on both identified student needs and consistently received educational partner input. Services and staffing continued to be in place to address student needs through a multi-tiered model of support. Services related to SEL and behavioral supports via the district's Multi-Tiered Systems of Support structure (Action 3.6) continued to support student needs and be modified to address changes in identified need areas. The MTSS Coaches at the secondary level continued to implement an integrated behavior, SEL, and academic support structures at schools through individual and group supports. MTSS resources continue to include tools for staff to monitor student progress and intervene as appropriate based on identified academic, behavioral, and attendance needs. Community liaisons specifically assigned to foster youth and homeless students continued to provide additional supports and resources throughout the year (Action 3.3). Wrap-around services and various other supports were provided by the School Social Worker team, addressing student needs related to attendance, SEL support, and access to community resources (Action 3.8).

School safety continued to be a focal topic from educational partners throughout the 2024-25 academic year. Student behavior and SEL supports were supported by additional Assistant Principals (Action 3.4) and Student Deans (Action 3.5) located at targeted high needs schools. Services of additional security staffing and support were provided to mitigate and respond to significant safety-related incidents (Action 3.7). On-going training and materials, including ALICE protocol training, were provided again in 2024-25 to create a responsive and safe learning environment for LI, EL, and FY students.

In response to educational partner input, elementary schools continued to be provided support with organized recess activities and campus supervision. The organized recess program (Action 3.10) continued to provide students with structured play options during recess periods, with recess coaches providing quality programming while building positive relationships with LI, EL, and FY students. Materials and supplies were provided to schools to implement structured recess programming, ensuring that all schools had the necessary resources for the program. Additional hours continued to be provided for supervision aides at the elementary and middle school levels, supporting student needs during unstructured times of the day and assisting with creating a positive school campus climate.

Health services (Action 3.9) continued to be another priority area for educational partners, and services were once again provided via the LCAP to support school sites in responding to individualized health needs for LI, EL, and FY students as part of increasing attendance. A wide variety of significant student health needs continue to persist in the community, creating a need for additional support to be provided throughout the district. Training in first aid and CPR was available for staff members, incorporating AED training and NARCAN information among other additional topics.

Multiple actions supported improvement efforts for attendance outlined in the school attendance plans implemented during the 2024-25 academic year (Action 3.14). Reporting was provided to assist schools in conducting outreach to families and support needs related to attendance. Centralized supports responded to both systemic needs and individualized cases. Community Liaisons and Prevention Specialists (Action 3.11, 3.12) continued to be a vital resource in addressing chronic absenteeism and supporting LI, EL, FY students and families with resources to keep students connected to school and learning. Each group provided layered supports based on individualized

case needs and removed barriers related to student attendance. Additional bussing routes (Action 3.13) continued to be provided to remove transportation barriers for high needs areas of the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

PSUSD received \$8,512 less in supplemental and concentration funds in 2024-25 than originally budgeted in the LCAP, a minor budgetary change which did not adversely impact services provided through the LCAP during the school year. Various differences between budgeted and actual expenditures did occur during the 2024-25 school year within Goal 3 actions as services adjusted to changing student needs. Some shifts in budget during the year were made due to program shifts from expiring funding resources and realignment of resources as part of the Federal Program Monitoring process conducted in the fall of 2024. Although material differences aligned to programmatic cost were present, actions or services provided to LI, EL, and FY students during the school year were generally implemented as initially designed. All shifts in funding within Goal 3 actions due to program adjustments and changes in costs are indicated on the budget and estimated actuals values reported for each action on the 2024-25 Action Tables within this plan document. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 3.3: Foster Youth Community Liaisons

Budgeted Expenditures: \$215,572

Estimated Actual Expenditures: \$131,508

Material Difference: \$84,064

Explanation: Shifts in positional funding due to acquired grant funding and recalibration of percentages credited to federal funds.

Action 3.4: Assistant Principals

Budgeted Expenditures: \$5,687,577

Estimated Actual Expenditures: \$4,712,900

Material Difference: \$974,677

Explanation: Shift in positional funding to partial funding from Expanded Learning Opportunities Program (ELOP) for duties related to after school programs, which are reported as part of Goal 1 Action 19.

Action 3.6: MTSS - SEL and Behavioral Supports

Budgeted Expenditures: \$4,245,781

Estimated Actual Expenditures: \$3,740,998

Material Difference: \$504,783

Explanation: Lower than expected personnel costs related to LREBG funded positions

Action 3.12: Prevention Specialists

Budgeted Expenditures: \$1,208,031

Estimated Actual Expenditures: \$538,492

Material Difference: \$669,539

Explanation: Lower than expected personnel costs related to LREBG funded positions due to position transitions and vacancies during the hiring process

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The evaluation and monitoring of Goal 3 actions occur in various formats within PSUSD. Educational partner input and local progress monitoring data continue to be key factors in determining action effectiveness, as those data points are more timely in evaluating the effectiveness of current actions than annual reporting in Goal 3 target areas. Students continue to demonstrate evolving SEL, mental health, and behavioral needs throughout the district. Educational partners continue to stress the need for support structures to continue for these areas. Chronic absenteeism continues to be an area of significant focus for the district. Although rates improved on the Fall 2024 Dashboard and are showing improvement in local progress monitoring throughout the 2024-25 academic year, rates continue to report in the Very High and High status levels for accountability. PSUSD was identified for Differentiated Assistance (DA) based on the status reporting of two student groups based on the Fall 2024 Dashboard: FY and AI students. Both groups reported in the Red performance level for the Chronic Absenteeism Indicator as part of the DA identification, indicating that improvement efforts are not yet effective for all student groups in this area. In summary, the actions within Goal 3 work in combination to address a wide variety of factors involved with student engagement, safety, and well-being in school. Therefore, related actions expected to impact similar metrics are grouped in this evaluation to increase transparency regarding the systems created by multiple actions working together to improve outcomes for LI, EL, and FY students related to safe and healthy learning environments.

PSUSD continued to support multiple actions targeting improvement for attendance and addressing chronic absenteeism. School attendance plans (Action 3.14) were developed and implemented to target and address needs specific to each school site. Community Liaisons (Action 3.11) and Prevention Specialists (Action 3.12) provided attendance support services, adjusting supports, and providing access to resources to reengage LI, EL, and FY students on campus. Prevention Specialists continued to focus efforts on addressing the needs of students and families in the School Attendance Review Board (SARB) process, improving attendance for these students as part of post-SARB interventions. School Social Workers (Action 3.8) provided substantial support to LI, EL, and FY students through over 1,200 individual counseling sessions and over 1,800 group counseling sessions over the 2024-25 school year. The School Social Worker team also provided support via Youth Mental Health First Aid trainings and provided a variety of wrap-around services for chronically absent students. The district continued to provide significant services from the expanded Health Services team and nursing staff (Action 3.9), providing medical services and supports to allow students with significant and/or chronic medical conditions to safely attend school regularly. Educational partner input regarding these efforts has been positive, noting that there are a variety of services available to support student attendance. The additional bussing routes provided through Action 3.13 allow additional LI, EL, and FY students to safely attend school and related programs throughout the year, increasing attendance rates for those with transportation barriers. Local progress monitoring shows continued improvement in this area during 2024-25, indicating that actions continue to be effective in reducing these rates. Projections of final 2024-25 rates indicate that chronic absenteeism continues to report at the High or Very High levels based on the Dashboard performance grid cut scores, identifying this area as a continued focal point for improvement moving forward to ensure that students are accessing learning opportunities and support services through the school setting.

Mental health support (Action 3.2) continues to be identified as a significant need by educational partners across the district. Mental health services continued to provide additional access and services to LI, EL, and FY students that otherwise are difficult for youth to access in our

regional area. Services offered by the PSUSD Mental Health team continue to be preferred by educational partners due to the in-person interactions. The district continues to offer online teletherapy services and referral services, with over 1,000 students participating in these programs in 2024-25. While Mental Health Therapists continue to focus on Tier II and III student needs, the additional counselors funded through the LCAP (Action 3.1) continued to provide timely Tier I support both in individual sessions and in group settings. Reduction in individual behavioral incident rates and suspension rates continues to be reported through local progress monitoring data, attributed in part to increasing student access to learning and improving behavior and social skills through this action.

Specialized support provided to foster and homeless youth by the Foster Youth Community Liaisons (Action 3.3) continued to serve the needs of approximately 200 FY students across the district. Services offered this year include FY students participating in EDGE coaching, counseling sessions, and staff training regarding the needs of FY students. Significant differentials still exist between the FY student group and the overall results of the district in most measures, particularly evident in large gaps in suspension rates and chronic absenteeism. Adjustments in the services provided for FY students are being planned for 2025-26, including collaboration with the Riverside County Office of Education to design systems that help to support FY students throughout the day and reduce chronic absenteeism and suspension rates.

Through substantial work related to supporting student needs, the Fall 2024 Dashboard reported improvement in suspension rates, and local progress monitoring in 2024-25 continues to report further reductions in rates overall. MTSS efforts supporting SEL and behavioral support (Action 3.6), Assistant Principals (Action 3.4), and Student Deans (Action 3.5) combined to address the vast majority of student behavioral needs. Similarly, the additional counselors provided through LCAP expenditures (Action 3.1) continued to support student needs at the Tier I level, continuing to refine the use of data from the Panorama system to proactively identify and support students with SEL, academic, and behavioral needs. Mental health-focused Tier II and Tier III supports continue to provide services addressing needs such as grief, anger management, conflict resolution, and relationship skill building (Action 3.2). Recess coaches and supervision aides (Action 3.10) continued to be supported as part of interpersonal relationship building, positive behavioral interactions, and addressing SEL areas during recess and other less structured times of the day. Although improving overall, PSUSD recognizes a continuing need to further reduce suspension rates, behavioral incident rates, and differences in rates between student groups. Efforts within behavior-related actions and supports will continue to evolve to address the varied needs of students and create more equitable outcomes for all students.

PSUSD continued to address educational partner concerns and identified needs related to campus safety via multiple actions working together. This area has been a priority topic with educational partners over time, in particular as nationwide trends and reporting on safety-related incidents at schools increase. Campus security and safety staff (Action 3.7) continued to address safety concerns and support daily routines, such as traffic direction on campus. Additional use of cameras and access control hardware has enabled the security team to better analyze and address campus security needs. Campus Security Officers continue to focus on building positive relationships with our diverse population of students and receive training in key topics related to supporting student needs, with the goal that all district security staff are seen as trusted resources by students and families. Students continue to state that they feel more secure with campus security staff present, and parents have noted the importance of the visibility of security staff in creating a safe environment at school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Specific changes made to Goal 3 for the 2025-26 academic year are aligned to continuous improvement in academic achievement and integrated into current action titles. Most Goal 3 actions will continue into the 2025-26 academic year with minor adjustments based on changing student needs, progress monitoring data, and educational partner feedback.

Action funding levels have been adjusted as appropriate to account for overall budget reductions due to declining enrollment and lower than anticipated COLA in the state budget projection at the time of plan writing. Also factored in are increasing costs for both staffing and related program materials. In addition, many Goal 3 actions are now supplemented by additional grant funding that has been received to provide a variety of services. This shift does not remove services, rather it allows for LCFF funds within the LCAP to be used in areas that might otherwise be reduced due to budget reductions stemming from declining enrollment. Examples of these shifts to grant funding include multiple items within Action 3.2 including one Mental Health Therapists at a high priority site and online counseling services through third party partners.

Action 3.5, titled "Student Deans", termed out following the 2024-25 academic year following a successful post-pandemic implementation period. Starting in 2025-26, a new Action 3.5 has been added with the title of "Driving Achievement, Resilience and Transformation (DART) Team". This new action provides a DART Counselor for the district, providing services for LI, EL, and FY students related to services for justice involved students and gang prevention. These services directly address needs identified by educational partners regarding gang-related school safety issues, increases in the number of formerly incarcerated students seeking reentry into PSUSD, and suspension data indicating an increase in student conflicts and drug use related to these services.

Minor adjustments were made to the metrics table in the Measuring and Reporting Results section of Goal 3. During the writing of the 2025-26 plan, it was noted that the baseline SED data point for Metric 3.4 had been omitted. That measure has been added in the revision. Metric 3.6 baseline results for the SWD and AA student groups at Cabot Yerxa Elementary have been updated to align with the Fall 2023 Dashboard. Metric 3.8 was adjusted to include FY and AI student groups, and FY data was added to Metric 3.9. These changes are reflected within the metrics tables.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Counselors	Additional counselors will continue to serve elementary, middle, and high school levels, supporting social-emotional learning, bullying prevention, small group interventions, and 1:1 counseling opportunities for LI, EL, and FY students.	\$4,051,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Dashboard outcomes for all school-based student groups performing in the Red performance level primarily in Suspension Rate and Graduation Rate. Groups scoring in the Very Low performance level in CCI are also expected to benefit from the additional high school counselors.		
3.2	Mental Health Support	<p>Licensed mental health therapists and associated staff will continue to provide support to LI, EL, and FY students at school sites and at the district clinic. Mental health support continues to provide Tier II and Tier III supports through small group counseling and intensive social skills instruction.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district.</p>	\$2,686,925.00	Yes
3.3	Foster Youth Community Liaisons	Two community liaisons coordinate individualized support services to district foster and homeless youth and their families.	\$190,668.00	Yes
3.4	Assistant Principals	Additional assistant principals continue to serve at all middle schools and high schools and targeted elementary schools. These assistant principals are primarily focused on improving student connectedness, chronic absenteeism, and suspension rates for LI, EL, and FY students.	\$4,141,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Driving Achievement, Resilience and Transformation (DART) Team	New for 2025-26 and in response to educational partner input, the district will be implementing a Driving Achievement, Resilience, and Transformation (DART) team structure focused on supporting disengaged and justice-involved youth and associated prevention-based services for LI, EL, and FY students. As part of this action, a DART Counselor is being added to provide services related to supporting justice-involved youth and gang prevention for LI, EL, and FY students. Services include but are not limited to reentry transition plans for justice-involved youth and gang intervention and prevention counseling, professional development services for counselors to identify potential gang affiliations and interactions, and wrap-around services for impacted students and families to support restorative justice efforts and school success.	\$111,500.00	Yes
3.6	MTSS SEL and Behavioral Supports	<p>The district's Multi-Tiered System of Support (MTSS) structure continues to provide support to LI, EL, and FY students in a proactive manner to assist in student success in school. Staffing funded to support MTSS programs in the area of behavior and social-emotional learning includes a Behavioral TOSA, Behavioral Analysts, and Behavioral Paraprofessionals. Behavior paraprofessionals continue to support the Tier II intervention program for LI, EL, and FY students, supplemented with Behavior Intervention Specialists who are further trained to support the diverse needs of LI, EL, and FY students who also have identified disabilities.</p> <p>Via LREBG funds, MTSS Coaches continue to support MTSS efforts at middle schools and high schools. These coaches assist LI, EL, and FY students with SEL and behavior management supports, and provide teachers with evidence-based strategies that can be used in the classroom to support SEL and positive behavior. This program is budgeted at \$1,534,667 in LREBG funds for 2025-26. This work is intended to address barriers to learning and increase access to instruction through timely and appropriate intervention across multiple MTSS tiers, which research indicates requires a differentiated approach based on each student's individualized needs while also working within a schoolwide system of support. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the</p>	\$4,066,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Red performance level (FY, AI, Two or More Races), and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. A contributing factor in this is suspension rates, as three student groups reported in the Very High status level (LTEL, FY, AI) and eight secondary schools reported in either the High or Very High status levels on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates and suspension rates through addressing the individualized root causes related to SEL and behavioral needs.</p> <p>Programs supporting SEL and behavioral support systems continue to drive progress monitoring structures within the MTSS model. These include annual Panorama surveys to measure SEL ratings of LI, EL, and FY students, used by staff for aligning Tier 1 support for mentoring and counseling supports for LI, EL, and FY students. The embedded behavior analytics tool in the Panorama platform allows for timely support and intervention to occur.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. School-level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Dashboard outcomes for all school-based student groups performing in the Red performance level as identified in the Measuring and Reporting Results section for Goal 3.</p>		
3.7	Campus Safety and Security	The Director of Security and Disaster Preparedness, district security team members, and campus safety officers provide support in creating and maintaining safe schools for LI, EL, and FY students. Various materials, supplies, and professional development training systems are funded to support campus safety and security, including but not limited to training in the ALICE protocol.	\$1,505,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	School Social Workers	<p>School Social Workers will continue to provide support, interventions, and resources for LI, EI, and FY families and students to address chronic absenteeism and remove barriers to accessing learning at school. The School Social Workers continue to provide Tier 2 and Tier 3 support for struggling students and families, including but not limited to providing support through the SARB process, Youth Mental Health First Aid, SEL support, and access to additional community resources through referrals.</p> <p>These positions and related services are primarily supported through LREBG funds, targeting improvement in chronic absenteeism rates through evidence-based coaching and intervention services addressing individualized barriers to learning and increasing access to instruction. This program is budgeted at \$938,931 in LREBG funds for 2025-26. Research indicates that wrap-around services combined with a tiered support approach is effective in meeting diverse student needs related to school connectedness and a sense of belonging, both of which are factors in school attendance. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the Red performance level (FY, AI, Two or More Races) and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates through targeting students with significant needs impacting their attendance and addressing the individualized root causes of their absenteeism. Operational funds are also provided through LCFF funds.</p>	\$943,431.00	Yes
3.9	Health Services and Nursing Staff	The Director of Health Services and members of the district's nursing department continue to provide health related services for LI, EL, and FY students through all school settings. Partial salaries for four LVNS are supported to provide additional resources. Health Services also conducts First Aid and CPR Training for district staff, which includes appropriate and effective use of AEDs and NARCAN to address LI, EL, and FY student medical needs in emergency situations.	\$491,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Organized Recess and Supervision	<p>Recess coaches support and implement a structured recess program for LI, EL, and FY elementary school students, promoting active play, and building inclusion and positive interactions on the playground and during class time. Additional hours are provided to the recess coaches to expand support time during the school day.</p> <p>Supervision aides supervise students before school, at recess, and at lunch time. Additional hours are provided to expand support for LI, EL, and FY students during these times.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Suspension Rate outcomes for all school-based student groups performing in the Red performance level as identified in the Measuring and Reporting Results section for Goal 3.</p>	\$2,248,705.00	Yes
3.11	Community Liaisons	<p>Community Liaisons work throughout the district to improve student attendance and chronic absenteeism rates through student and parent contacts, home visits, and resource support.</p> <p>These positions and related services are primarily supported through LREBG funds, targeting improvement in chronic absenteeism rates through evidence-based family and student outreach services addressing individualized barriers to learning and increasing access to instruction. This program is budgeted at \$377,194 in LREBG funds for 2025-26. Research indicates that the proactive removal of attendance barriers increases student daily attendance and decreases chronic absenteeism rates over time. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the</p>	\$382,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Red performance level (FY, AI, Two or More Races) and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates through targeting students with significant needs impacting their attendance and addressing the individualized root causes of their absenteeism. Operational funds are also provided through LCFF funds.		
3.12	Prevention Specialists	<p>Prevention Specialists support high-risk students in order to reduce chronic absenteeism rates, drop-out rates, and suspension rates while maintaining students in class and school. Prevention Specialists have been trained in the Edge coaching model and serve as adult mentors for targeted LI, EL, and FY students, assisting them in goal setting and providing regular check-ins and conferencing opportunities.</p> <p>These positions and related services are primarily supported through LREBG funds, targeting improvement in chronic absenteeism rates through evidence-based coaching and intervention services addressing individualized barriers which research indicates leads to improved learning through increasing access to instruction. This program is budgeted at \$1,210,693 in LREBG funds for 2025-26. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the Red performance level (FY, AI, Two or More Races) and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates through targeting students with significant needs impacting their attendance and addressing the individualized root causes of their absenteeism. Operational funds are also provided through LCFF funds.</p>	\$1,215,693.00	Yes
3.13	Bus Transportation	Bus routes expanded service continues to targeted areas with high percentage of LI, EL, and FY students, providing daily access to the school	\$4,377,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		campus as part of increasing student attendance and reducing chronic absenteeism.		
3.14	Technical Assistance - School Attendance Plans	<p>Schools developed student attendance plans for the 2024-25 school year, specifically addressing the needs of the students at each school site. These plans were refined for 2025-26 and integrated into each school's SPSA. Attendance actions are aligned to technical assistance received from RCOE in the area of Chronic Absenteeism and best practices in promoting attendance. Student Services staff support sites in monitoring improvement in attendance rates through monthly data reporting, strategy training, plan implementation, and consultation regarding best use of resources. Provided reporting is disaggregated by student group and uses the same calculation methodology as the California School Dashboard.</p> <p>This action is principally directed at supporting the needs of student groups reporting in the Red performance level for Chronic Absenteeism on both the Fall 2023 and 2024 releases of the California School Dashboard at the district student group level, overall school level, and student group level within each school as identified in metrics 3.5 and 3.6. These plans are part of the district's efforts to address the needs of DA identified student groups at the district level (FY and AI).</p>	\$370,007.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Mt. San Jacinto High School will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include:</p> <ul style="list-style-type: none">• Systemically improve CAASPP ELA results by a minimum average of 3 scale score points per year to address Red performance indicators for Hispanic students and continue improvement for all other student groups.• Systemically improve CAASPP Math results by a minimum average of 3 scale score points per year to address Red performance indicators for the All Students group, English Learners, Long-Term ELs, socioeconomically disadvantaged students, and Hispanic students.• Improve outcomes for language acquisition by at least 2 percentage points annually as measured by the English Learner Progress Indicator (ELPI) to address Red performance levels for both English Learners and Long-Term ELs.• Increase college and career readiness by a minimum of 2 percentage points annually as measured by the CCI to address Red performance levels for the All Students group, English Learners, Long-Term ELs, homeless students, socioeconomically disadvantaged students, and Hispanic students.• Support student connectedness to campus to address Red performance levels for the All Students group, English Learners, Long-Term ELs, homeless students, socioeconomically disadvantaged students, and students with disabilities, resulting in reductions of at least 0.3 percentage points annually in Suspension Rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Mt. San Jacinto High School (MSJ) was identified as eligible for Equity Multiplier funds in the 2023-24 academic year, and qualified again for Equity Multiplier funding in the 2024-25 academic year. MSJ is an alternative education high school within PSUSD operating across two campuses: the main MSJ campus in Cathedral City and the Edward Wenzlaff Education Center (EWEC) campus in Desert Hot Springs. MSJ was awarded \$751,564 in Equity Multiplier funds in 2023-24, and a two-year plan was developed to expend these funds to address student
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and school needs. In 2024-25, MSJ was awarded \$565,309 in Equity Multiplier funding, allowing for an extension of the plan timeline and additional resources to be added to the school. The action budgets in Goal 4 represent a blending of remaining 2023-24 allocations and the new 2024-25 allocation.

The Fall 2023 Dashboard data indicated multiple improvement needs at MSJ. As noted in the goal statement, MSJ reported in the Red performance level in ELA and Math for the "all students" group, and in the Very Low status level in CCI. Additional student groups are reported in the Red level as noted in the Measuring and Reporting Results table. MSJ was also identified for ATSI for the Homeless student group based on these results. Educational partner input noted needs related to increasing access to meeting CCI qualification measures, a need for additional academic intervention supports during and outside of the school day, and professional development directly aligned to the needs of students participating in alternative education programs. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in CCI rates while also addressing needs in ELA and Math.

The Fall 2024 Dashboard results indicate mixed outcomes following the 2023-24 academic year. MSJ reported in the Red performance level in Mathematics, Suspension Rate, and CCI for the "all students" group and in ELPI for both EL and LTEL groups. Student groups reporting in the Red performance level are identified in the Year 1 Outcome column of the Goal 4 Measuring and Reporting Results table. MSJ continued to be identified for ATSI for the Homeless student group, and both the Socioeconomically Disadvantaged (SED) and Hispanic student groups were newly identified based on the Fall 2024 Dashboard. Improvement on the Dashboard is noted in ELA, with an overall increase of 7.5 points and an Orange performance level. Also, Graduation Rates improved by 4.2% for the "all students" group, resulting in a Green performance level overall and for all student groups. Both needs assessment outcomes and educational partner input continue to identify that CCI and Mathematics are areas in need of improvement at the school. In addition, the increases in suspension rates on the Fall 2024 Dashboard and local progress monitoring throughout the 2024-25 academic year indicate a need to address student behavioral needs and provide related supports to remove barriers to accessing learning within the classroom. Actions will also address needs related to the three ATSI student groups, however the services will be provided to the whole school due to the high student non-stability rate at the site. Educational partner input consistently noted a desire to continue implementation of efforts started in 2024-25, refinement of the MTSS model including targeted supports for ELs and LTELs, and support for student social-emotional needs as part of addressing behavioral concerns. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard All Students (ALL): -139.3 DfS (Red)	Fall 2024 CA School Dashboard ALL: -131.8 DfS (Orange)		Fall 2026 CA School Dashboard All Students (ALL): -130.3 DfS	Fall 2024 CA School Dashboard, Change Results ALL: +7.5 pts SED: +9.1 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Academic Indicator for English Language Arts - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>Socioeconomically Disadvantaged (SED): -139.9 DfS (Red)</p> <p>Hispanic (HI): -129.9 DfS (Red)</p>	<p>SED: -130.8 DfS (Orange)</p> <p>HI: -135.1 DfS (Red)</p>		<p>(Orange, avg +3 pts per year)</p> <p>Socioeconomically Disadvantaged (SED): -130.9 DfS (Orange, avg +3 pts per year)</p> <p>Hispanic (HI): -120.9 DfS (Orange, avg +3 pts per year)</p>	<p>HI: -5.2 pts</p>
4.2	<p>CAASPP Math- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Academic Indicator for Mathematics - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): -192.2 DfS (Red)</p> <p>Socioeconomically Disadvantaged (SED): -191.1 DfS (Red)</p> <p>English Learner (EL): -213 DfS (Red)</p> <p>Hispanic (HI): -183.3 DfS (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: -195.3 DfS (Red)</p> <p>SED: -199.2 DfS (Red)</p> <p>EL: -216.5 DfS (Red)</p> <p>HI: -195.6 DfS (Red)</p> <p>LTEL: -216.7 DfS (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): -183.2 DfS (Orange, avg +3 pts per year)</p> <p>Socioeconomically Disadvantaged (SED): -182.1 DfS (Orange, avg +3 pts per year)</p> <p>English Learner (EL): -204 DfS (Orange, avg +3 pts per year)</p> <p>Hispanic (HI): -174.3 DfS (Orange, avg +3 pts per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: -3.1 pts</p> <p>SED: -8.1 pts</p> <p>EL: -3.5 pts</p> <p>HI: -12.3 pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	<p>English Learner Progress Indicator (ELPI)- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"</p>	Fall 2023 CA School Dashboard All Students (ALL): 47.7% (Orange)	<p>Fall 2024 CA School Dashboard ALL: 32.0% making progress (Red) LTEL: 32.3% making progress (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.</p>		Fall 2026 CA School Dashboard All Students (ALL): 53.7% (Green, avg +2% pts per year)	Fall 2024 CA School Dashboard, Change Results ALL: -15.7% pts
4.4	<p>Graduation Rate Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"</p>	Fall 2023 CA School Dashboard All Students (ALL): 80.9% (Yellow)	Fall 2024 CA School Dashboard ALL: 85.1% (Green)		Fall 2026 CA School Dashboard All Students (ALL): 83.9% (Green, avg +1% pts per year)	Fall 2024 CA School Dashboard, Change Results ALL: +4.2% pts
4.5	College/Career Indicator- School and Student Group	Fall 2023 CA School Dashboard	Fall 2024 CA School Dashboard		Fall 2026 CA School Dashboard	Fall 2024 CA School Dashboard, Change Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"</p>	<p>All Students (ALL): 3% (Very Low)</p> <p>Socioeconomically Disadvantaged (SED): 2.7% (Very Low)</p> <p>English Learner (EL): 0% (Very Low)</p> <p>Homeless (HOM): 2.2% (Very Low)</p> <p>Hispanic (HI): 3.1% (Very Low)</p>	<p>ALL: 3.7% prepared (Red)</p> <p>SED: 3.7% prepared (Red)</p> <p>EL: 1.1% prepared (Red)</p> <p>HOM: 2.9% prepared (Red)</p> <p>HI: 4.3% prepared (Red)</p> <p>LTEL: 1.2% prepared (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.</p>		<p>All Students (ALL): 12% (Yellow, avg +3% per year)</p> <p>Socioeconomically Disadvantaged (SED): 11.7% (Yellow, avg +3% per year)</p> <p>English Learner (EL): 12% (Yellow, avg +4% per year)</p> <p>Homeless (HOM): 11.2% (Yellow, avg +3% per year)</p> <p>Hispanic (HI): 12.1% (Yellow, avg +3% per year)</p> <p>*NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.</p>	<p>ALL: +0.6% pt</p> <p>SED: +1.0% pt</p> <p>EL: +1.1% pts</p> <p>HOM: +0.7% pt</p> <p>HI: +1.2% pts</p>
4.6	<p>Suspension Rate-School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students suspended one or more</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 7.3% (Yellow)</p> <p>Homeless (HOM): 13.6% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 10.3% (Red)</p> <p>HOM: 17.9% (Red)</p> <p>EL: 12.7% (Red)*</p> <p>LTEL: 13.1% (Red)*</p> <p>SED: 10.3% (Red)*</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 6.4% (Yellow, avg -0.3% per year)</p> <p>Homeless (HOM): 7.6% (Yellow, avg -2.0% per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: +3.0% pts</p> <p>HOM: +4.3% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	times during the school year (Performance Level)"		SWD: 13.0% (Red)* *New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2024-25 LCAP noted that all Equity Multiplier actions were designed to be conducted over a multi-year timeline. In all cases, implementation timelines and continued planning focused on responding to student needs via end of year 2023-24 data and progress monitoring data throughout the 2024-25 academic year.

Action 4.1 (Arts Expansion) was implemented as planned, supplementing Arts and Music in Schools (AMS) funding via Proposition 28 in expanding arts offerings at MSJ. A dance teacher was hired in response to student input regarding arts course types of interest, and dance sections were able to be provided at both MSJ campus locations due to the supplemental funding through Equity Multiplier funds. This allowed the alternative education students additional access to a broad course of study and accrue credits in the arts category for A-G requirement purposes. Student feedback regarding the courses indicated that the dance courses were a draw to increase school attendance for many students enrolled in the class, providing additional access to learning throughout the school day.

Action 4.2 (Dual Enrollment Course Expansion) was adjusted during the first semester of the 2024-25 academic year due to a variety of factors. Initial planning intended for additional staff to become adjunct faculty at the College of the Desert and add dual enrollment courses to the schedule, allowing students to increase CCI preparedness rates. After further analysis and input, there was more support from educational partners to shift to adding a CTE pathway in the hospitality and tourism sector, providing a pathway for MSJ students to access positions following completion of high school and pursue further studies as appropriate. This change required substantial planning delaying

rollout of these courses. A teacher was hired and was able to offer courses late in the 2024-25 academic year. These courses filled quickly and student feedback has been positive regarding the program and real-world applications of learning into possible career pathway options. The action title will be changed to a CTE Program Expansion and the description updated for the 2025-26 academic year.

Action 4.3 (MTSS ELA and Intervention Systems) efforts resulted in some challenges with implementation. The initial plans for additional support classes and tutoring outside of the school day were implemented and student attendance declined quickly after implementation. The school team reassessed the process and collected feedback from students, leading to a conclusion that students were more interested in supports during the school day rather than extended time in the alternative education setting. Although the school has seen previous success with other tutoring models, additional offerings needed to be realigned to better meet the needs of the students. Additional parent and family connectivity was also determined to be needed for successful implementation, requiring earlier and more substantial individualized communication regarding the support options and opportunities. The school is reevaluating the structure and will look to provide additional time for ELs and LTELs through the extended day model while further reinforcing embedded tutoring structures moving forward. This process revealed a need for additional SEL and behavioral supports to better connect students to campus and provide needed supports related to SEL, self-regulation, mental health, and other areas to address suspension rates and absenteeism. The process of adding the SEL and behavioral support portion of the MSJ MTSS model started in the 2024-25 academic year to begin to address the identified issues. A new school Wellness Center was created and two Wellness Coaches (one per campus) were hired to begin offering services during the second half of the school year. A new action is being added to Goal 4 in 2025-26 outlining these efforts moving forward.

Action 4.4 (Alternative Education Professional Development) was not implemented during the 2024-25 as originally planned. Although additional staff was provided professional development through these funds to increase the scope and impact of opportunities provided through the SPSA, additional specialized training was not conducted on site using this resource. At time of plan writing, MSJ is exploring options for additional professional development related to MTSS structures, differentiated instruction, and other instructional methods that could be adapted to the alternative education setting. Planning has also started around model school visitations to observe high quality instruction in the alternative education settings as part of further developing instruction at the school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All Equity Multiplier funded actions are designed to be implemented over multiple years. The posted budgets in the 2024-25 LCAP report the total budget from this multiple year period, therefore materials differences appear for all Goal 4 actions as 2024-25 (Year 1) expenditures only constitute a portion of the overall action budget. Differences in expenditures and estimated actuals are noted for all Goal 4 actions as part of describing overall action implementation. Unexpended funding will be carried over into the 2025-26 LCAP budgets within Goal 4.

Action 4.1: Arts Instruction Expansion

Budgeted Expenditures (Total multi-year action budget): \$75,835

Estimated Actual Expenditures (Year 1): \$23,631

Material Difference: \$52,204

Explanation: Staffing costs were lower than initial budgeted estimate for year one. Budget for 2025-26 will be recalculated based on actual costs.

Action 4.2: Dual Enrollment Course Expansion

Budgeted Expenditures (Total multi-year action budget): \$600,000

Estimated Actual Expenditures (Year 1): \$73,045

Material Difference: \$526,955

Explanation: Staffing costs were lower than initial budgeted estimate for year one due in part to program development timeline and hiring delays. Budget for 2025-26 will be recalculated based on actual costs. Program start-up costs expected to increase in preparation for 2025-26.

Action 4.3: MTSS ELA and Intervention Systems

Budgeted Expenditures (Total multi-year action budget): \$50,000

Estimated Actual Expenditures (Year 1): \$184,231

Material Difference: \$134,231

Explanation: Increased cost due to change in initial action plan, resulting in addressing SEL and behavioral needs within the MTSS model.

Action 4.4: Alternative Education Professional Development

Budgeted Expenditures (Total multi-year action budget): \$25,729

Estimated Actual Expenditures (Year 1): \$2,843

Material Difference: \$22,886

Explanation: Professional development costs were primarily covered through the SPSA, with supplemental attendance provided through Equity Multiplier funds.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The combined effectiveness of these actions is still to be determined, as all actions began in the 2024-25 academic year and end of year data was not yet available at time of plan writing. For instance, local progress monitoring indicates increased enrollment in targeted areas (arts, CTE) which may contribute to increased CCI results once published on the Fall 2025 California School Dashboard. PSUSD and MSJ expect to fully determine combined effectiveness more accurately during the opening phases of the 2025-26 academic year as official end of year 2024-25 state data becomes available.

Action 4.1 (Arts Expansion) has been effective in local measures during the 2024-25 academic year. There has been an increase in arts instructional sections, enrollment, and course completion due to this action resulting in an increase in access to a broad course of study for alternative education students at both the main MSJ campus and the satellite EWEC campus. Educational partner input also indicates positive feedback regarding the expanded offerings and requests to continue making these additional sections available moving forward.

Action 4.2 (Dual Enrollment Course Expansion) was adjusted to a CTE program expansion during the opening phases of the 2024-25 academic year, with implementation occurring late in the academic year. Due to the delayed start for the program, full evaluation of effectiveness is pending as of time of plan writing. Initial indications are positive, as the course offerings related to the program filled quickly once available, students report positively about the course and content, attendance for participating students is improved, and educational

partner input has been positive. Additional time is needed to determine the full measure of effectiveness, including the impact on the CCI and impact on outcomes in associated areas. This analysis is expected to be available as part of the Goal Analysis section of the 2026-27 version of the LCAP following a full year of program implementation.

Action 4.3 (MTSS ELA and Intervention Systems) and Action 4.4 (Alternative Education Professional Development) are currently classified as ineffective due to implementation challenges. The tutoring offerings and support class offerings within Action 4.3 were ineffective due to a lack of student attendance, and the site is reconfiguring the model to better serve student needs and address the needs of high priority student groups (e.g. ELs, LTELs). There is a desire from the staff to revisit and refine the model to improve success in the 2025-26 academic year, including increased communication with parents and families to encourage attendance in these offerings. The professional development expansion noted in Action 4.4 was limited in implementation, mostly being used to expand access for SPSA-planned opportunities rather than providing an additional layer of development for the site. Planning is underway to add professional learning opportunities related to MTSS, differentiated instruction, EL and LTEL supporting instructional strategies, potential model school visitations, and content-specific instructional strategies that could be utilized in the alternative education setting and program model.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.1 (Arts Expansion) will continue into the 2025-26 and related services will remain unchanged overall. An additional year will be added via the funding from a second year of Equity Multiplier eligibility identification during the 2024-25 academic year, extending the action through the 2026-27 academic year at a minimum.

Action 4.2 (Dual Enrollment Course Expansion) will be adjusted to reflect the change from a dual enrollment program to a CTE program. The program will also be extended through the 2026-27 academic year due to the second round of Equity Multiplier funding as noted previously. The budget for this action will be adjusted to include additional resources, materials, and supplies needed to operate the program and provide opportunities for interactions with local industry partners and resources associated with the hospitality and tourism industry.

Action 4.3 (MTSS ELA and Intervention Systems) will continue into the 2025-26 academic year, with intervention and tutoring options retooled to better serve the needs of students at MSJ. Increase communication with families, a design change in the delivery model, and specific supports designed to benefit ELs and LTELs will be added for the 2025-26 academic year. A bilingual paraprofessional will be added to further support the intervention structure and provide primary language support to ELs and LTELs during support sessions. This action will be closely evaluated to determine effectiveness and whether the action should continue into the 2026-27 academic year.

Similarly, Action 4.4 (Alternative Education Professional Development) is being extended into the 2025-26 with modification. Planning is underway to add professional learning opportunities related to MTSS, differentiated instruction, EL and LTEL supporting instructional strategies, potential model school visitations, and content-specific instructional strategies that could be utilized in the alternative education setting and program model. Similar to 2024-25, additional staff may be provided opportunities to attend training supported through the SPSA in order to expand the impact of such trainings and expedite the implementation of new strategies and systems. This action will be closely monitored in 2025-26 to determine if the action should move forward or be substantially changed to better address the needs of the school.

A new action is being added to Goal 4 for 2025-26 titled "MTSS - SEL and Behavioral Supports for Alternative Education Students". As determined in 2024-25, additional supports are needed at MSJ to address student interactions and behaviors as part of building a connected and positive school climate. Activities were started in 2024-25 to launch services, including the development of a site Wellness Center and Wellness Coaches providing services such as SEL lessons, mental health services, check-in check-out programs, home visits, and other wrap-around supports. Details regarding this new action have been outlined in Action 4.5 of the 2025-26 LCAP.

A minor correction was made to the metrics table in the Measuring and Reporting Results section, as the target column indicated 2023 results for all Dashboard related metrics. This was updated to 2026 results as being the target year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Arts Instruction Expansion	Funds will continue to be provided to supplement Arts and Music in Schools (AMS) funding to provide MSJ with a dedicated full time dance teacher for the 2025-26 academic year. AMS funding at the current rate is insufficient for providing a full time teacher, needed to expand arts offerings necessary for meeting graduation requirements, student access to a broad course of study, possible A-G eligibility, and increasing readiness as measured by CCI. The 2024-25 allocation will allow this action to extend through 2027-28.	\$150,214.00	No
4.2	CTE Program Expansion	A CTE teacher for the hospitality economic sector was funded for 2024-25 and will continue to be funded through the 2027-28 academic year to expand course offerings that meet CCI readiness requirements. As meeting CCI requirements is a significant challenge for schools and students in the alternative education setting, providing additional CTE options in high interest fields allows additional access for meeting CCI requirements. Additional budget is being added for programmatic costs related to course activities, such as work experience and industry partner interactions.	\$426,179.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	MTSS - ELA and Math Intervention Systems	MSJ will continue to evolve the MTSS targeted intervention system to improve student outcomes in ELA and mathematics. Funds will be used for tutoring and intervention services from MSJ teaching staff, responding to local progress monitoring results. As part of addressing the needs of ELs and LTELs, a Bilingual Paraprofessional will be added to provide push-in support and to support the planned support class for these students. These systems will serve students in the 2025-26 and 2026-27 academic years.	\$167,800.00	No
4.4	Alternative Education Professional Development	MSJ will provide additional professional development related to the alternative education setting, looking to create campus cultures that are supportive of all students and academically driven. This action will address both academic needs and school climate needs represented by suspension rates and referral rates. The school will add training in instructional strategies targeting the needs of ELs and LTELs in conjunction with the expanded intervention services within the MTSS model. Services started in the 2024-25 academic year and will be provided during the 2025-26 and 2026-27 academic years, supplementing professional development activities provided by PSUSD and through the MSJ SPSA.	\$25,000.00	No
4.5	MTSS - SEL and Behavioral Supports for Alternative Education Students	MSJ will provide SEL, mental health services, check-in check-out programs, drug intervention, group counseling, and self-regulation supports through a school site Wellness Center that was started in 2024-25 via Equity Multiplier funds to address behavioral needs and school connectedness. Two Wellness Coaches were hired in 2024-25 to establish the program, with one located at each of the two campuses. A set of wrap-around services and a mentoring program will be designed specific to the needs of alternative education students, targeting improvements in suspension rates and attendance through the removal of barriers to accessing learning. Implementation will be in partnership with district level Student Services staff to ensure a continuity of services as students transition into and out of the alternative education setting. Parent and family outreach will also be a component of the program, building a partnership for success between home and school settings for identified students. Funding is also provided for related materials and supplies for	\$385,049.00	No

Action #	Title	Description	Total Funds	Contributing
		the program. Services will be provided for through the 2026-27 academic year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>Desert Learning Academy will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include:</p> <ul style="list-style-type: none">• Continue to systemically improve CAASPP Math results by a minimum average of 3 scale score points per year as part of ongoing improvement in this area.• Increase college and career readiness by a minimum of 2 percentage points annually as measured by the CCI for the All Students group as part of ongoing school improvement efforts in this measure.• Decrease chronic absenteeism rates by a minimum of 2 percentage points annually as measured by the CA School Dashboard Chronic Absenteeism Indicator to address Red performance levels for the All Students group, English Learners, socioeconomically disadvantaged students, Hispanic students, and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

<p>Desert Learning Academy (DLA) was first identified as eligible for Equity Multiplier funds in the 2023-24 academic year and qualified for funding again in the 2024-25 academic year. DLA is a virtual learning and hybrid learning school within PSUSD serving students in grades K through 12 in 2023-24. DLA was awarded \$708,407 in Equity Multiplier funds in 2023-24, and a multi-year plan was developed to expend these funds to address student and school needs. In 2024-25, DLA was awarded \$543,711 in Equity Multiplier funding. This allows for the continuation of successful Equity Multiplier actions into the multi-year plan while adding additional services to address identified needs. The action budgets in Goal 5 represent a blending of remaining 2023-24 allocations and the new 2024-25 allocation.</p> <p>The Fall 2023 Dashboard data indicated improvement needs in mathematics at DLA, with English Learners and Hispanic students reporting in the Red performance level. DLA also has historical challenges with students meeting CCI requirements, as indicated by a 15.7% rate in 2022-23. Educational partner input noted needs related to expanding access to courses related to attaining CCI preparedness, increased mathematics course offerings, additional intervention supports across subjects but with particular focus on mathematics, and support for improving attendance for both virtual and in-person instructional segments of the school schedule. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed</p>

prioritizing improvement in mathematics and CCI rates. Actions will also address needs related to suspension rates for homeless students, however the services will be provided to the whole school due to the high student non-stability rate at the site.

The Fall 2024 Dashboard showed improvements in mathematics, with results increasing by 14.3 points for the "all students" group and all significant sized student groups reporting in the Yellow performance level. Although improvements have been made in these initial results, the needs assessment continues to indicate that mathematics supports are needed for students to continue to improve performance. As noted previously, CCI performance has been an area in need of improvement at DLA throughout the history of the metric. DLA reported an overall improvement of 1.8% in this measure on the Fall 2024 Dashboard, improving the "all students" performance level to Orange. CCI continues to be a targeted need area, with only 17.5% of graduates meeting the preparedness metrics. Chronic absenteeism reported with significant increases on the Fall 2024 Dashboard, with all student groups reporting in the Red performance level. This was the only metric with any Red performance levels reported on the Fall 2024 Dashboard. SPSA actions and Equity Multiplier funds will be used in 2025-26 to address chronic absenteeism at the school as a course correction. Educational partner input indicated that there was a continuing need to support students with mathematics, increase awareness of A-G requirements, and to continue to provide additional support to students targeting their individualized needs. In addition, educational partners would like to see continued arts offerings as part of the school offerings. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -21.4 DfS (Yellow)	Fall 2024 CA School Dashboard ALL: -20.5 DfS (Orange)		Fall 2026 CA School Dashboard All Students (ALL): -12.4 DfS (Yellow, avg +3 pts per year)	Fall 2024 CA School Dashboard, Change Results ALL: +0.9 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	<p>CAASPP Math- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Academic Indicator for Mathematics - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): -97.3 (Orange)</p> <p>English Learner (EL): -143 DfS (Red)</p> <p>Hispanic (HI): -106.2 (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: -83.0 DfS (Yellow)</p> <p>EL: -83.7 DfS (Yellow)</p> <p>HI: -88.6 DfS (Yellow)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): -88.3 (Yellow, avg +3pts per year)</p> <p>English Learner (EL): -128 DfS (Orange, avg +5pts per year)</p> <p>Hispanic (HI): -89.2 (Yellow, avg +3pts per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: , +14.3 pts</p> <p>EL: +59.2 pts</p> <p>HI: +17.6 pts</p>
5.3	<p>English Learner Progress Indicator (ELPI)- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 38.3% (Yellow)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 44.4% (Yellow)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 44.3% (Yellow, avg +2% per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: +6.1% pts</p>
5.4	<p>Graduation Rate Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 78.7% (Orange)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 82.8% (Green)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 81.7% (Green, avg +1% per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: +4.1% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"					
5.5	<p>College/Career Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 15.7% (Low)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 17.5% (Orange)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 21.7% (Yellow, avg +2% per year)</p> <p>*NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: +1.8% pts</p>
5.6	<p>Suspension Rate- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 0% (Blue)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 0.9% (Green)</p>		<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 0% (Blue, maintain avg 0% per year)</p>	<p>Fall 2024 CA School Dashboard, Change Results</p> <p>ALL: +0.9% pt</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	<p>Chronic Absenteeism-School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"</p>	Fall 2023 CA School Dashboard All Students (ALL): 1.2% (Green)	<p>Fall 2024 CA School Dashboard ALL: 28.9% (Red) EL: 31.1% (Red)* HI: 26.1% (Red)* SED: 29.4% (Red)* WH: 27.8% (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.</p>		Fall 2026 CA School Dashboard All Students (ALL): 1.2% (Blue, maintain avg 0% per year)	Fall 2024 CA School Dashboard, Change Results ALL: +27.8% pts

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2024-25 LCAP noted that all Equity Multiplier actions were designed to be conducted over a multi-year timeline. In all cases, implementation timelines and continued planning focused on responding to student needs via end of year 2023-24 data and progress monitoring data throughout the 2024-25 academic year.

Action 5.1 (Art Instruction Expansion) was implemented as designed at Desert Learning Academy (DLA). The expansion of arts offerings allowed for additional options for students to access a broad course of study and increased access for the arts requirement as part of A-G requirement completion at the high school level. DLA maximized attendance for 9th and 10th grade students within these additional sections, combining the virtual school's in-person art attendance requirement with a thematic writing program throughout the year. Although elementary student participation was more challenging through the virtual art sections, there is planning in place to make modifications to the program to increase attendance and participation during these arts-based segments.

Action 5.2 (Mathematics Course and Intervention Expansion) provided targeted intervention at the high school level. The school utilized quarterly assessments to identify student needs in mathematics, responding to the results through cyclical intervention supports that were included within the daily master schedule. Through this format, student needs were addressed in a timely manner while continuing to learn new content in their mathematics courses. Progress monitoring data indicate improvement in course grades and local test scores through the program. Challenges in implementation included some initial shifts in the collaborative model within the department and maximizing the use of the master schedule to incorporate the intervention during the day. Once these factors were addressed, the program worked well to address student needs.

Significant successes occurred through Action 5.3 (School Community Outreach) during the 2024-25 academic year. The Community Liaison involved with outreach for attendance built positive relationships with families and addressed barriers to both virtual and in-person attendance. Local progress monitoring indicates improvement in attendance rates overall and significant improvement for students participating in the reengagement meeting structures with the Community Liaison. Data collection and documentation of efforts also assisted in determining resources to provide in order to keep attendance improvements consistent as the year progressed.

Action 5.4 (MTSS System Improvement) supported student needs through a process of data analysis, student intervention, and progress monitoring. Timecard expenditures were made for additional data analysis and planning time to support the program. The coordination of this system allowed for increased attendance, academic accountability, and course completion. Although caseloads and coverage proved challenging in implementation, the system was fully implemented and refined throughout the year to quickly engage students with individualized supports as needs were identified.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All Equity Multiplier funded actions are designed to be implemented over multiple years. The posted budgets in the 2024-25 LCAP report the total budget from this multiple year period, therefore materials differences appear for all Goal 5 actions as 2024-25 (Year 1) expenditures only constitute a portion of the overall action budget. Differences in expenditures and estimated actuals are noted for all Goal 5 actions as part of describing overall action implementation. Unexpended funding will be carried over into the 2025-26 LCAP budgets within Goal 5.

Action 5.1: Arts Instruction Expansion

Budgeted Expenditures (Total multi-year action budget): \$74,110

Estimated Actual Expenditures (Year 1): \$66,611

Material Difference: \$7,499

Explanation: Staffing costs were lower than initial budgeted estimate for Year 1 one position was hired. Budget for 2025-26 will be recalculated based on actual costs.

Action 5.2: Mathematics Course and Intervention Expansion

Budgeted Expenditures (Total multi-year action budget): \$430,120

Estimated Actual Expenditures (Year 1): \$314,378

Material Difference: \$115,742

Explanation: Expenditures for Year 1 implementation were aligned with budget; additional funding allocated for 2025-26 will provide Year 2 services when combined with carryover total

Action 5.3: School Community Outreach

Budgeted Expenditures (Total multi-year action budget): \$173,538

Estimated Actual Expenditures (Year 1): \$86,626

Material Difference: \$86,912

Explanation: Expenditures for Year 1 implementation were aligned with budget, leaving amount commensurate with Year 2 costs available in carryover for 2025-26

Action 5.4: MTSS System Improvement

Budgeted Expenditures (Total multi-year action budget): \$30,639

Estimated Actual Expenditures (Year 1): \$3,758

Material Difference: \$26,881

Explanation: Costs were lower than originally budgeted for Year 1 due to less needed additional work time expenses

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5.1 (Art Instruction Expansion) was effectively implemented during the 2024-25 academic year, supplementing AMS funding efforts and expanding program offerings related to A-G completion and access to a broad course of study. The school projects increases in students meeting the F category course requirement for fine arts within the A-G requirement criteria for all students across the high school grade span this year. Educational partner feedback at the site has been positive, with students and parents both identifying positive aspects of the expanded arts offerings. Increases in attendance for the in-person day segments have been identified in local progress monitoring, attributed in part to connectivity between students and the arts programs. Although virtual attendance in the arts segments for the elementary grades has been more limited, planning is underway to address that issue in the instructional model for 2025-26.

Action 5.2 (Mathematics Course and Intervention Expansion) has resulted in improved mathematics scores on progress monitoring assessment results, and is expected to impact state testing results in the spring of 2025. Intervention systems have been implemented at the Tier II level in secondary grades via the Intervention Teacher to address mathematics skill gaps during the academic day. The paraprofessional support in the elementary level allowed for small group work through the virtual settings and timely support as identified during instruction and through progress monitoring data.

The most effective action in Goal 5 has been Action 5.3 related to School Community Outreach. The Community Liaison duties combined with attendance tracking and an active reengagement protocol at the school site have proactively addressed attendance issues through a timely and strategic process of rapid communication and planning to remove barriers to attendance. Communication with families has increased significantly through this action, with daily contact being made with attendance cases deemed at-risk for becoming chronic, and collaborative planning with families in developing systems to address the issue. During this year's WASC review at the site, the

reengagement system was identified as a very effective system, especially when considering the virtual alternative education format of the school.

Activities related to Action 5.4 (MTSS System Improvement) were also deemed highly effective during the WASC review in 2024-25. The system of identifying students promptly after progress monitoring assessments are completed, addressing student needs through a tiered MTSS structure, and evaluating effectiveness was noted as having positive outcomes in local progress monitoring data and impacting attendance, as noted previously. The combination of systems related to academic and attendance supports will continue to be implemented moving forward, with adjustments made once state data from 2024-25 is released to address any needs noted in statewide assessment results.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 5.1 (Art Instruction Expansion) will continue in 2025-26 and related service will remain unchanged overall. The action has been extended into 2026-27 in the plan due to additional Equity Multiplier funding received when DLA qualified for funding again during the 2024-25 academic year.

Action 5.2 (Mathematics Course and Intervention Expansion) will also continue as planned through 2025-26. One paraprofessional position will be extended into the 2026-27 year due to the second round of Equity Multiplier funding, with the other aspects of this action being reviewed during the 2025-26 academic year to determine if the system will be moved forward as currently implemented or adjusted based on state and local outcomes during the year.

Action 5.3 (School Community Outreach) will also continue as planned through the 2025-26 academic year. Systems will be evaluated during 2025-26 to determine whether the action will continue into 2026-27.

Action 5.4 (MTSS System Improvement) will have an increased budget for 2025-26, with a preparation period buy out provided to the program's lead teacher for MTSS system coordination and data analysis. Additional extra duty costs are also included for data analysis and planning within the MTSS system for all teachers. Connected with services, parent outreach in academic areas will occur featuring workshops and communication related to A-G completion and awareness of tutoring options within the program. As with the other actions noted, Action 5.4 will be evaluated during the 2025-26 year to determine the best course of action for future years in sustaining systems.

A minor correction was made to the metrics table in the Measuring and Reporting Results section, as the target column indicated 2023 results for all Dashboard related metrics. This was updated to 2026 results as being the target year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Art Instruction Expansion	Funds will continue to supplement Arts and Music in Schools (AMS) funding to provide DLA with a dedicated full time art teacher for the 2025-26 school year, and will be extended through 2026-27 with the additional Equity Multiplier allocation. AMS funding at the current rate is insufficient for providing a full time teacher, needed to expand arts offerings necessary for meeting graduation requirements, possible A-G eligibility, and increasing readiness as measured by CCI.	\$140,379.00	No
5.2	Mathematics Course and Intervention Expansion	<p>An additional mathematics teacher will be provided to expand high school course offerings to increase CCI eligibility rates, and will expand intervention support to high school students in mathematics. Due to the Red performance level on the Fall 2023 Dashboard, Hispanic students and English Learners will be prioritized in order to improve outcomes for these student groups, however other students at the school will also benefit from the intervention structure. This position was funded for the 2024-25 and 2025-26 academic years as part of this action.</p> <p>Two Paraprofessional Bilingual positions will be provided for the 2025-26 academic year to assist in supporting students through small group and individualized learning support. These positions will work with students across multiple classrooms and settings, prioritizing mathematics support for students responding to needs identified through local progress monitoring results. One of these positions will be extended into the 2026-27 academic year as part of the second allocation of Equity Multiplier funding.</p>	\$366,968.00	No
5.3	School Community Outreach	A School Community Liaison will be provided to conduct outreach to students and families, increasing student attendance rates and providing resources to increase school connectedness. Improvements in student attendance will allow students to access coursework and support structures more frequently. This position will be provided for the 2024-25 and 2025-26 academic years.	\$88,439.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	MTSS System Improvement	<p>DLA has identified a need to improve school site MTSS support structures and practices. Although the program is designed to meet a variety of student needs, additional training is needed for staff to address SEL and mental health supports through virtual learning formats. Timecards will be provided to support additional data analysis and intervention planning for students, and to ensure equity in student outcomes. This funding is intended to support these efforts in the 2024-25 and 2025-26 academic years.</p> <p>The approach to the MTSS model will be modified starting in 2025-26, stressing the importance of UC/CSU entrance requirements (a.k.a. A-G) completion for high school students as part of promoting and engaging students and families in academic support. In addition, a staff member will be provided additional planning time to coordinate MTSS activities and conduct data analysis on formative and benchmark assessment to target student needs within the MTSS model.</p>	\$166,889.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	<p>Julius Corsini Elementary will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include:</p> <ul style="list-style-type: none">• Systemically improve CAASPP Math results by a minimum average of 3 scale score points per year to address Red performance indicators for All Students group, English Learners, socioeconomically disadvantaged students, and Hispanic students.• Decrease chronic absenteeism rates by a minimum of 2 percentage points annually as measured by the CA School Dashboard Chronic Absenteeism Indicator as part of addressing Red performance levels for homeless students, and students with disabilities• Targeted support for English Learner students to address the Red performance level in ELA, resulting in improved CAASPP ELA results by a minimum average of 3 scaled score points annually.• Support for student behavioral needs through addressing barriers to accessing learning resulting in continued overall decreases in suspension rates, with targeted support for African American and White students to address Red performance indicators resulting in a minimum 1 percentage point decline annually for these groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>Julius Corsini Elementary (JC) was newly identified as eligible for Equity Multiplier funds during the 2024-25 academic year, therefore Goal 6 is new for the 2025-26 version of the LCAP. JC was awarded \$467,648 in Equity Multiplier funds in 2024-25, and a multi-year plan was developed to expend these funds to address student and school needs.</p> <p>The Fall 2024 Dashboard data indicated improvement needs in mathematics at JC, with the "all students" group and every significant sized student groups reporting in the Red performance level in that metric. Although all other Fall 2024 Dashboard indicators indicated improvement, there were multiple student groups reporting in the Red performance level as identified in the Measuring and Reporting Results table for Goal 6. JC exited CSI status following the release of the Fall 2024 Dashboard, moving to TSI status for three student groups: African American (AA) students, White students, and Students with Disabilities (SWD). In each case, the TSI qualification involved a Red performance level in either Suspension Rate (AA, White) or Chronic Absenteeism Rate (SWD). Although overall results in these two</p>
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indicators improved for the school overall, chronic absenteeism rates are in the Very High status level for all groups indicating a systemic need to address barriers to student attendance and access to learning within the classroom. Educational partner input indicated a need to address ELA and mathematics and conduct additional outreach to parents and families. Educational partners also requested that some of the effective initiatives started through the schools CSI process in 2024-25 be continued, such as the work in further developing and refining Professional Learning Community (PLC) practices. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in mathematics while supporting improvement efforts in ELA, suspension rate, and chronic absenteeism to address the needs of Red performance level groups and TSI eligible student groups. Most services will be provided to the whole school due to the high student non-stability rate at the site, however the design of the actions will center on the needs of student groups with TSI designations of Red performance levels. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in mathematics while also addressing needs in ELA, chronic absenteeism, and suspension rates. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA- School and Student Group Source: 2024 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2024 CA School Dashboard All Students (ALL): -86.7 DfS (Orange) English Learner (EL): -114.5 DfS (Red)	Fall 2024 CA School Dashboard ALL: -86.7 DfS (Orange) EL: -114.5 DfS (Red)		Fall 2026 CA School Dashboard ALL: -80.7 DfS (Orange, +3 pts per year) EL: -94.5 DfS (Orange, +10 pts per year)	N/A: There is no Current Difference from Baseline to report as the school site became eligible for the Equity Multiplier in the 2024-25 school year. 2025-26 will be the first year the Current Difference from Baseline will be reported.
6.2	CAASPP Math- School and Student Group Source: 2024 CA School Dashboard	Fall 2024 CA School Dashboard All Students (ALL): -96.9 DfS (Red)	Fall 2024 CA School Dashboard ALL: -96.9 DfS (Red) EL: -126 DfS (Red)		Fall 2026 CA School Dashboard ALL: -90.9 DfS (Yellow, +3 pts per year)	N/A: There is no Current Difference from Baseline to report as the school site

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator for Mathematics - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	English Learner (EL): -126 DfS (Red) Hispanic (HI): -106.7 (Red) Socioeconomically Disadvantaged (SED): -96.7 (Red)	HI: -106.7 (Red) SED: -96.7 (Red)		EL: -106 DfS (Orange, +10 pts per year) HI: -96.7 (Orange, +5 pts per year) SED: -90.7 (Yellow, + 3 pts per year)	became eligible for the Equity Multiplier in the 2024-25 school year. 2025-26 will be the first year the Current Difference from Baseline will be reported.
6.3	English Learner Progress Indicator (ELPI)- School and Student Group Source: 2024 CA School Dashboard Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"	Fall 2024 CA School Dashboard All Students (ALL): 45.3% making progress (Green)	Fall 2024 CA School Dashboard ALL: 45.3% making progress (Green)		Fall 2026 CA School Dashboard ALL: 49.3% making progress (Green, +2.0% pts per year)	N/A: There is no Current Difference from Baseline to report as the school site became eligible for the Equity Multiplier in the 2024-25 school year. 2025-26 will be the first year the Current Difference from Baseline will be reported.
6.4	Suspension Rate- School and Student Group Source: 2024 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school	Fall 2024 CA School Dashboard All Students (ALL): 3% (Green) African American (AA): 6.8% (Red) White (WH): 9.1% (Red)	Fall 2024 CA School Dashboard ALL: 3.0% (Green) AA: 6.8% (Red) WH: 9.1% (Red)		Fall 2026 CA School Dashboard ALL: 2.4% (Green, -0.3% pts per year) AA: 2.8% (Green, -2.0% pts per year) WH: 3.1% (Yellow, -3.0% pts per year)	N/A: There is no Current Difference from Baseline to report as the school site became eligible for the Equity Multiplier in the 2024-25 school year. 2025-26 will be the first year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year (Performance Level)"					the Current Difference from Baseline will be reported.
6.5	Chronic Absenteeism-School and Student Group Source: 2024 CA School Dashboard Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	Fall 2024 CA School Dashboard All Students (ALL): 53.6% (Yellow) Homeless (HOM): 68.8% (Red) Students with Disabilities (SWD): 60.6% (Red)	Fall 2024 CA School Dashboard ALL: 53.6% (Yellow) HOM: 68.8% (Red) SWD: 60.6% (Red)		Fall 2026 CA School Dashboard ALL: 33.6% (Yellow, -10.0% pts per year) HOM: 38.8% (Yellow, -15.0% pts per year) SWD: 30.6% (Yellow, -15.0% pts per year)	N/A: There is no Current Difference from Baseline to report as the school site became eligible for the Equity Multiplier in the 2024-25 school year. 2025-26 will be the first year the Current Difference from Baseline will be reported.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A: 2025-26 will be the first year for this Equity Multiplier Goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A: 2025-26 will be the first year for this Equity Multiplier Goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A: 2025-26 will be the first year for this Equity Multiplier Goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A: 2025-26 will be the first year for this Equity Multiplier Goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Professional Learning Communities Professional Development	Professional development and coaching from Solution Tree will be provided to support the continued development of PLC practices at JC. This development series was started as part of the school's recent CSI-related improvement efforts, and showed to be an effective contributing factor in the school's improvement as part of exiting CSI status following the release of the Fall 2024 Dashboard. This action is designed as a two-year implementation timeline, with onsite coaching, planning sessions, training for staff, and participation in a regional PLC related workshop and/or conference each year. Progress will be monitored through improvements in CAASPP results in both ELA and mathematics and improvement in local benchmark assessment results.	\$180,000.00	No
6.2	School Community Outreach	A School Community Liaison will be provided to conduct outreach to students and families, increasing student attendance rates and providing resources to increase school connectedness. Improvements in student attendance will allow students to access coursework and support structures more frequently. This position will be provided for the 2025-26 and 2026-27 academic years. Progress will be monitored through improvement in chronic absenteeism rates, attendance rates, and school connectedness rates.	\$135,162.00	No
6.3	MTSS - Intervention Expansion	As an expansion of current MTSS program offerings, JC will expand intervention offerings targeting improved performance in both ELA and mathematics. Licenses for online adaptive programs will be purchased providing students with practice and intervention activities both during and outside of the school day. A math diagnostic assessment will be	\$87,486.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>purchased to provide teachers with detailed information regarding student needs and abilities in basic math skills. Staff will monitor progress in these programs and adjust in-person interventions to address student needs and challenges identified in reporting. Adjustments may include both during the day intervention design and outside of the school day tutoring or intervention time as needed and additional intervention curricular materials will be added to address identified student needs. A focus will be placed on the performance of ELs in order to improve performance in both ELA and mathematics. Also included is an expansion of SEL and behavioral intervention support through extending the hours of the Paraprofessional Behavior position, allowing for additional services to be provided to reengage students into the learning environment and increase access to learning. This action is budgeted for a two-year implementation period. Progress will be monitored through improvements in CAASPP results in both ELA and mathematics and improvement in local benchmark assessment results.</p>		
6.4	ELA and Mathematics Professional Development and Collaborative Planning	<p>Professional development and collaborative planning time will be provided targeting improvement in ELA, ELD, and mathematics. This two-year action will provide time outside of the school year for three days each year to participate in district-supported training and timely collaborative planning time to ensure quality implementation. A similar structure was used as part of CSI improvement efforts in the 2024-25 academic year, with results showing expedited timelines for effective implementation of new evidence-based strategies in the classroom. This action complements training conducted for PLCs and district-provided training, targeting the specific needs of students as identified through the school's needs assessment process. Progress will be monitored through improvements in CAASPP results in both ELA and mathematics and improvement in local benchmark assessment results, with additional targeted monitoring of the performance of the EL student group.</p>	\$65,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$92,679,831.00	\$12,423,410.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.434%	0.000%	\$0.00	45.434%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Instructional Coaches</p> <p>Need: On the Fall 2024 Dashboard, the “all students” group reported an average score of 46.1 points below standard in ELA, reporting in the Orange performance level. LI students (46.9 points below standard) and FY (71.5 points below standard) reported in the Orange</p>	Instructional coaches and teachers on special assignment support teacher professional development in academic subjects, focused on the implementation of evidence-based strategies and scaffolds to address the academic needs of LI, EL, and FY students. Coaching, support and strategy selection is determined by student needs identified through state and local assessment performance data with differentiation by school and student group. Positive educational partner feedback	<ul style="list-style-type: none"> ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance level, while EL (88.4 points below standard) reported in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district.</p> <p>On the Fall 2024 Dashboard, the “all students” group reported an average score of 88.8 points below standard in mathematics, placing the district in the Orange performance level. LI students also reported in the Orange performance level (89.6 points below standard), while EL (118.4 points below standard) and FY (112.6 points below standard) reported in the Red performance level. This indicates a continuing need to support students in mathematics performance across all grade levels in the district.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2024-25 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p>	<p>continues to be reported regarding support in the implementation of evidence-based instructional strategies (e.g. UDL, science of reading, conceptual mathematics) and assessment practices that identify the needs of LI, EL and FY students. This action is being provided in an LEA-wide basis as the supports provided will result in academic improvement for all students due to strategy implementation occurring during base first instruction within identified content area classrooms.</p>	<ul style="list-style-type: none"> • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	<p>Action: Staff Professional Development</p> <p>Need: Professional development efforts continue to receive positive feedback from educational partners, noting alignment with supporting the academic needs of LI, EL, and FY students. Topics and implementation methods continue to be strategically implemented to support student learning needs. LCFF Priority 2 local indicator data suggests improvement in meeting the training needs of teachers, due in part to the historical successes within this action.</p> <p>Academic performance in ELA and mathematics for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2024 Dashboard. This indicates an ongoing need to train staff on evidence-based instructional strategies and systems to support learning.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating support needs for these students, including</p>	<p>Professional development opportunities are targeted at supporting teachers in addressing the needs of the LI, EL, and FY student groups. Systemic implementation of professional development content and strategies allows for consistent learning structures for all LI, EL, and FY students districtwide, ensuring high-quality instructional practices are in place at each school that respond to the needs of students throughout the academic year. This is important in the context of PSUSD, as high student mobility rates often result in students moving between multiple district schools within the same school year. Systemic professional development in mathematics, questioning strategies, Universal Design for Learning, and PLC practices have led to improvements in student academic performance over time. Various district positions are funded fully or partially and focused on supporting program implementation, supporting teachers and administrators in refining practice to respond to identified needs, and improving educational outcomes for LI, EL, and FY student groups. This action is being provided on an LEA-wide basis to maximize the impact of the provided professional development in improving academic outcomes for all students through strategy implementation within all district classrooms.</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • AP results (Metric 1.20) • LCFF Priority 2 Local indicator analysis (Metric 1.23) • Local progress monitoring assessments in ELA and math • Educational partner input regarding the impact of professional development time and related instructional strategy implementation targeting the

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	<p>those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2024-25 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p> <p>Scope: LEA-wide</p>		needs of LI, EL, and FY students
1.3	<p>Action: Additional Collaboration & Instructional Time</p> <p>Need: Professional development efforts continue to receive positive feedback from educational partners, noting alignment with supporting the academic needs of LI, EL, and FY students. Topics and implementation methods continue to be strategically implemented to support student learning needs. LCFF Priority 2 local indicator data suggests improvement in meeting the training needs of teachers, due in part to the historical successes within this action.</p> <p>Academic performance in ELA and mathematics for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2024 Dashboard.</p>	Implementation of PLC practices and professional development topics has led to improved student academic performance in local progress monitoring assessment results and contributed to improvement in state testing results over time. Additional teacher collaboration time will be provided through a 2-1-2 weekly schedule model and an additional professional development day. Additional collaboration time is focused on collaborative learning and instructional planning related to evidence-based strategies effective for LI, EL, and FY student groups. The additional instructional day allows increased instructional time and added opportunity for in-context coaching, training, and collaborative planning for teachers to best address the needs of LI, EL, and FY students. Although designed for meeting the needs of LI, EL, and FY students, this action is being provided LEA-wide to maximize the impact on improving academic outcomes for all students.	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • AP results (Metric 1.20) • Local progress monitoring assessments in ELA and math • Educational partner input regarding the impact of collaboration time

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	<p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating support needs for these students, including those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2024-25 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p> <p>Scope: LEA-wide</p>		<p>for instructional planning in response to the needs of LI, EL, and FY students</p>
1.4	<p>Action: Technology Implementation and Support Services</p> <p>Need: LCAP survey feedback indicates a continuing need for technology support, device access, internet access at school and at home, and further professional development opportunities in effectively using technology in instruction. Educational partner input continues to be positive regarding the district's efforts in providing and supporting instructional technology. The current 95% favorable rating on the parent/family survey item regarding</p>	<p>Educational partner input continues to be positive regarding the district's efforts in providing and supporting instructional technology. Technology support for LI, EL, and FY students provides access digital learning materials and online programs both in school at from home. Home wireless access is provided through hotspot devices, ensuring LI, EL, and FY students equitable access to online instructional resources and materials. Technology TOSAs support professional development and instructional strategy implementation using digital resources that assist LI, EL, and FY students in participating in learning and demonstrating understanding. E-sports and drone soccer programs provide an</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

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	<p>technology indicates success to date in these programs.</p> <p>Expanded technology is an ongoing need to ensure equitable access, with a specific focus placed on the LI, EL, and FY student groups, to online instructional resources and materials both in school and at home.</p> <p>Differentials in student group ELA and mathematics performance are compounded by access issues to technology and internet access, especially for LI, EL, and FY families that may require additional resources to access online and/or digital learning materials. PSUSD has effectively mitigated these differentials due to previous technology related actions, seeking to continue to provide services to ensure equitable access to digital resources and educational technologies which develop skills represented in the current and projected future workplace.</p> <p>Scope: LEA-wide</p>	<p>opportunity for LI, EL, and FY students to compete in technology-based events and accessing potential postsecondary scholarship opportunities. Drone soccer further allows LI, EL, and FY students to develop future technology career skills related to building, maintaining, configuring, and piloting drones via a competitive format. This action is being provided in an LEA-wide basis to maximize the impact of increasing academic performance for all students.</p>	<ul style="list-style-type: none"> Educational partner input re: technology access and implementation
1.5	<p>Action: MTSS - Academic Supports</p> <p>Need: Academic performance in ELA and mathematics for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2024 Dashboard, with similar results to the prior year, indicating a need to</p>	<p>The MTSS Academic Support action is designed to provide individualized support structures for LI, EL, and FY students throughout the district. Academic professional development will be provided to ensure that teachers have a strong understanding of the Universal Design for Learning framework to improve and optimize learning for all LI, EL, and FY students. Implementation of this framework will continue to</p>	<ul style="list-style-type: none"> ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18)

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	<p>support students in both subjects throughout the district.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating support needs for these students, including those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2024-25 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p> <p>Not all PSUSD students are reading at grade level by third grade. LI, EL, and FY students trail the performance of the corresponding non-groups in both state and local measures.</p> <p>State and local assessment results indicate a continued need to support learning through improved instructional support systems at both the middle and high school levels, particularly in mathematics.</p> <p>Educational partner feedback regarding elementary Primary Reading Intervention Teachers and secondary mathematics intervention teachers was very positive. Low-performing LI, EL, and FY students</p>	<p>be monitored and refined to better meet the needs of students. Continued refinement in documentation and progress monitoring will drive refinements in action implementation. The district's SST systems continue to be refined to better support students through the design of intervention plans. The Star 360 assessment system will continue as the district's primary diagnostic measure and progress monitoring tool. This system assesses students TK-12 in early literacy, reading, and mathematics and provides extensive reporting of student strengths and needs. Reporting can be disaggregated by LI, EL, and FY student groups to allow for measuring growth and to inform intervention planning.</p> <p>Via the Learning Recovery Emergency Block Grant (LREBG), Primary Reading Intervention Teachers will continue to serve each elementary school to implement a systematic Tier II reading intervention program with a goal of all LI, EL, and FY students reading at grade level by the time they leave 3rd grade. Instructional aides in the Primary Reading Intervention program increase the number of students served in the program, allowing for additional grouping options to meet student needs. Math teachers will continue to provide intervention within the school day for targeted middle and high schools. These intervention teachers provide support via co-teaching, the station rotation model, and/or through the middle school elective opportunities, among other models. Reading intervention support is provided at the middle school level using federal funds based on identified needs. Associated and continuing professional development will be</p>	<ul style="list-style-type: none"> • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

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	<p>participating in MTSS intervention structures have shown accelerated improvement rates in local progress monitoring.</p> <p>Educational partner feedback continues to be positive regarding the implementation of the Star tests. Data was used by teachers to inform instruction, monitor the progress of LI, EL, and FY students, and provide targeted intervention in areas of need.</p> <p>Scope: LEA-wide</p>	<p>provided for staff to implement MTSS programs to best support LI, EL, and FY students. Although support systems are designed to support LI, EL, and FY students, this action is being implemented LEA-wide in order to maximize supports to all students as part of improving academic outcomes.</p>	
1.8	<p>Action: Dual Immersion Program</p> <p>Need: According to the Fall 2024 Dashboard, 42.0% of ELs made adequate progress towards English proficiency on the ELPI. LTEL students reported a rate of 38.9%. This rate resulted in an Orange performance level for both groups.</p> <p>EL student groups perform lower on state and local assessments than the “all students” group. LI students perform similarly with the “all students” group result, however status levels report in the low or very low levels on academic indicators. EL students participating in the DI program tend to score higher than non-participants, indicating the program is effective in increasing proficiency.</p>	<p>Students in the Dual Immersion Program learn academic content in both Spanish and English, supporting LI and EL linguistic and academic needs. Although the program was historically hosted within Palm Springs schools, students throughout the district participate in the program via provided transportation routes. The expansion to Desert Hot Springs allows for additional students to participate in the program and adjusts transportation service needs to their closest program offering. The DI program continues to receive positive feedback from participating families in providing instructional and linguistic support in both English and Spanish. Elementary students in the program have shown consistent improvement in ELA and math, and a similar pattern has begun to be established at the host middle school. 2025-26 continues the expansion of the program at the high school level and within the second DI program located within Desert Hot Springs. This program is being provided on an</p>	<p>All metrics below will be analyzed at the DI program school level and DI participant group level as appropriate:</p> <ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • California Spanish Assessment (CSA) results • Local progress monitoring

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	<p>Educational partner input continues to indicate positive feedback regarding the DI program and a continuing desire for a program to provide instruction in both English and Spanish.</p> <p>Research indicates that LI and EL students participating in multilingual programs receive language benefits in developing proficiency in both English and the other program language (Spanish in PSUSD). Research indicates benefits are most present in literacy achievement through these programs.</p> <p>Scope: LEA-wide</p>	LEA-wide basis to maximize impact of the multi-lingual learning structure in improving academic outcomes and to provide access to the DI Program to all interested students through provided transportation services.	assessments in ELA and math
1.9	<p>Action: High School Graduation and A-G Support</p> <p>Need: On the Fall 2024 Dashboard, the “all students” group reported a Graduation Rate of 90.3%, reporting in the Green performance level following a 1% increase from the prior year. LI (90.4%), EL (84.1%), and FY (77.4%) students also reported improved results, however rates for these groups are commensurate with or report below the "all students" rate indicating a continued need for support and gap closure.</p> <p>On the Fall 2024 Dashboard, the “all students” group reported a College Career Indicator (CCI) percentage of 36.9%, reporting in the Yellow performance level. LI (36.9%), ELs</p>	The district has been showing consistent improvement in graduation rates and percentage of students meeting UC/CSU entrance requirements over time. Continued support continues to be needed for LI, EL, and FY students to graduate and meet A-G requirements, with ongoing need for credit recovery and grade recovery options. Additional counselors continue to serve in the four comprehensive high schools to support LI, EL, and FY ninth and tenth grade students who have been identified as at-risk of not meeting A-G or UC/CSU entrance requirements based on number of credits earned, current course grades, and chronic absenteeism rate. The Mission Graduate program successfully supports LI, EL, and FY students in graduating high school and completing UC/CSU entrance requirements. In the current model, Mission Graduate support	<ul style="list-style-type: none"> • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement Completion Rate (Metric 1.15) • 11th grade CAASPP Results (Metrics 1.18, 1.19) • AP results (Metric 1.20)

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	<p>(14.8%), and FY (16.1%) also reported in the Yellow performance level however rates for two of the three groups trailed the overall district performance.</p> <p>A-G completion rates for the class of 2024 reported at 47.5% of graduates meeting UC/CSU entrance requirements, matching the prior year rate. LI students reported at 47.1%, with both ELs (29.1%) and FY (33.3%) showing improvement but continuing to report lower performance in preparedness rates for the class of 2024.</p> <p>Internal tracking of A-G completion continues to indicate a need for timely intervention from high school staff. Credit recovery, grade improvement, and other support structures are needed for many students to meet graduation requirements with the completion of all A-G criteria.</p> <p>Educational partner feedback has been consistent regarding a need for support in various college preparedness areas, most significantly around UC/CSU entrance requirement completion, college acceptance and enrollment processes, and FAFSA completion.</p> <p>Scope: LEA-wide</p>	<p>sessions with a dedicated tutor allow for individual student needs to be met in a timely manner. AVID programs continue to be supported, focused on an equitable, student-centered approach to college and career preparation with a focus on our EL, LI, and FY students. This action is provided LEA-wide to maximize impact on increasing graduation rates and A-G course completion across the district. LCAP actions related to A-G completion rates are supplemented by actions within the district's A-G Completion Improvement Grant plan.</p>	<ul style="list-style-type: none"> • LCFF Priority 7 analysis (Metric 1.24)
1.10	Action: CTE Programs	The CTE program actions continue to connect LI, EL, and FY students to college and career	

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	<p>Need: On the Fall 2024 Dashboard, the “all students” group reported a College Career Indicator (CCI) percentage of 36.9%, reporting in the Yellow performance level. LI (36.9%), ELs (14.8%), and FY (16.1%) also reported in the Yellow performance level however rates for two of the three groups trailed the overall district performance.</p> <p>CTE program completion continues to report at a high rate, as well as high rates of high school graduation for LI, EL, and FY students participating in CTE programs. This indicates that CTE programs have been effective in supporting students in completing programs and high school course requirements on time.</p> <p>CTE completers continue to report A-G completion rates that are higher than the “all students” rate. The class of 2024 reported an A-G completion rate of 47.5% while CTE completers in the class of 2023 reported an A-G completion rate of 80.1%. This is consistent with the district trend over time, indicating that student connectivity and participation in CTE programs has been beneficial accessing for both college and career opportunities following high school.</p> <p>Scope: LEA-wide</p>	<p>pathways in high school. CTE completers continue to report higher graduation rates and rates of meeting UC/CSU requirements than the general student population, showing the importance of relevant career based learning opportunities as a connection point to student success in school. Administrative, certificated, and classified personnel are fully or partially funded to support Career and Technical Education Programs districtwide. Work Based Learning teachers support student internship opportunities connected with CTE programs in local businesses. These opportunities provide LI, EL, and FY students experience in local business sectors, increasing preparedness for college and/or career opportunities beyond high school. This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement graduation rates and CCI preparedness rates for all students.</p>	<ul style="list-style-type: none"> • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement Completion Rate (Metric 1.15) • CTE Program Completion (Metric 1.16) • CTE Completers also meeting A-G requirements (Metric 1.17)

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1.11	<p>Action: Broad Course of Study and Class Size Reduction</p> <p>Need: On the Fall 2024 Dashboard, the “all students” group reported an average score of 46.1 points below standard in ELA, reporting in the Orange performance level. LI students (46.9 points below standard) and FY (71.5 points below standard) reported in the Orange performance level, while EL (88.4 points below standard) reported in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district.</p> <p>On the Fall 2024 Dashboard, the “all students” group reported an average score of 88.8 points below standard in mathematics, placing the district in the Orange performance level. LI students also reported in the Orange performance level (89.6 points below standard), while EL (118.4 points below standard) and FY (112.6 points below standard) reported in the Red performance level. This indicates a continuing need to support students in mathematics performance across all grade levels in the district.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating</p>	<p>Additional teaching staff continue to be hired above the normal staffing formula calculations to support class size reduction efforts at all middle and high schools so that staff can more effectively address the needs of LI, EL, and FY students in base program courses (e.g. English 1, IM 1). The additional staff also increases student access to additional course offerings, providing offerings that lead to a broad course of study as identified in LCFF Priority 7, resulting in more LI, EL, and FY student access to courses needed for graduation and CCI criteria completion. Additional elementary teachers are funded to reduce and/or eliminate combination classes, leading to increased instructional time for LI, EL, and FY students in single grade instructional placements as compared to multi-grade combination classrooms. This action is being provided LEA-wide as part of ensuring that all students have access to a broad course of study with appropriate supports for improving academic outcomes.</p>	<ul style="list-style-type: none"> • LCFF Priority 7 Local indicator analysis (Metric 1.24) • Local progress monitoring assessments in ELA and math • Educational partner input regarding impacts of class size reduction and broad course of study access

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	<p>support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>Educational partner feedback indicates positive perceptions that lower class sizes increase differentiated learning and student support while in class. School connectedness data indicates an on-going need for improved connections between students and teachers, which is supported in part through smaller class sizes.</p> <p>Findings from the ongoing transcript analysis process and LCFF Priority 7 analysis regarding providing LI, EL, and FY students with a broad course of study indicate a need for diverse course offerings and additional class access opportunities.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Inclusion Instructional Model Support Personnel</p> <p>Need: Academic performance in ELA and math for LI, EL, and FY students who are also students with disabilities significantly trails the “all students” group and overall LI, EL, and FY student group results.</p>	<p>LI, EL, and FY performance on academic measures continue to indicate that there are a wide variety of intervention needs and academic support levels, the scope of which requires individualized approaches for many students. Structural support is needed to provide timely individualized academic support for LI, EL, and FY students while providing access to the full curriculum in each area of need. Specialized TOSAs provide support to teachers across the district with inclusion classroom management strategies and methods of providing individualized</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8)

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	<p>LI, EL, and FY students continue to need support to close learning gaps meet learning goals. Various services within the district MTSS model have shown to be effective for learning gap improvement, however some students require more significant intervention that is individualized to student needs as identified through local progress monitoring and diagnostic tools.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>State and local assessment data continues to report significant needs to improve academic performance in ELA and mathematics for LI, EL, and FY students. Star diagnostic results identify a wide variety of intervention levels and support needs, requiring individualized support structures within the classroom setting to not limit access to grade level content and curriculum.</p> <p>Scope: LEA-wide</p>	<p>student support. Using these supports, LI, EL, and FY students participate in learning with the general education classroom with grade level peers while being supported with individualized academic support services. A program specialist and a coordinator provide support to teachers regarding program implementation and learning outcomes related to student learning plans as needed to address identified needs. Feedback and coaching will be provided by these staff members to teachers in developing inclusive environments that incorporate tenets of Universal Design for Learning (UDL). This action is provided on an LEA-wide basis to maximize the impact of UDL structures in increasing academic outcomes for all students.</p>	<ul style="list-style-type: none"> Local progress monitoring assessments in ELA and math
1.13	Action:	LI, EL, and FY performance on academic measures continues to indicate a wide variety of	

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	<p>Supplemental Inclusion Instructional Model Staffing</p> <p>Need: Academic performance in ELA and math for LI, EL, and FY students who are also students with disabilities significantly trails the “all students” group and overall LI, EL, and FY student group results.</p> <p>LI, EL, and FY students continue to need support to close learning gaps meet learning goals. Various services within the district MTSS model have shown to be effective for learning gap improvement, however some students require more significant intervention that is individualized to student needs as identified through local progress monitoring and diagnostic tools.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these students. The performance of the AI student group also led to Differentiated Assistance status, indicating support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>State and local assessment data continue to report significant needs to improve academic performance in ELA and mathematics for LI, EL, and FY students. Star diagnostic results identify a wide variety of intervention levels and support needs, requiring individualized</p>	<p>intervention needs and academic support levels, the scope of which requires individualized approaches for many students. LI, EL, and FY students, including those dually identified as having special needs, require individualized support within an inclusive environment to access and be successful with the grade-level curriculum. Partial staff salaries continue to be funded to allow for additional general and special education teachers to support the needs of LI, EL, and FY students, and work collaboratively with partner teachers to further develop inclusionary practices and the integration of Universal Design for Learning (UDL) practices specific to the needs of diverse learners. This action is provided on an LEA-wide basis to maximize the impact of UDL structures in increasing academic outcomes for all students.</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

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	<p>support structures within the classroom setting to not limit access to grade-level content and curriculum.</p> <p>Scope: LEA-wide</p>		
1.14	<p>Action: School Site Allocations</p> <p>Need: LI, EL, and FY student group performance varies between school sites across academic and non-academic areas. Student performance variations are noted in Dashboard reporting and in local progress monitoring measures, with groups reporting in the Red performance level noted in the Measuring and Reporting Results sections for both Goal 1 and Goal 3. Performance of school groups can also be located within each school's SPSA.</p> <p>Per the Fall 2024 Dashboard results, PSUSD currently has six schools in ATSI status and two schools in TSI status for the 2025-26 academic year. School-specific actions will continue to be needed to support student group needs within each identified school.</p> <p>Per the Fall 2024 Dashboard results, all five schools previously identified as CSI have exited that status level, and nine schools exited ATSI status. This progress indicates strategic use of LCFF funds within the SPSA</p>	<p>PSUSD maintains a long-term philosophy that each school site has differentiated needs that are best addressed through targeted supports at the site level. Each school continues to be provided LCFF funds in order to address these differentiated needs via the SPSA process. SPSAs are reviewed by Educational Services to ensure that actions appropriately target identified needs and are likely to result in increases in school performance for LI, EL, and FY student groups. Adjustments to SPSAs are required in areas identified by site needs assessments, root cause analyses, and resource inequity analyses. Additional analyses and support are conducted in cases where the site is identified for CSI, TSI, or ATSI status. Site allocations are based on high needs student percentages and student counts, using a similar methodology as Title I allocations. These funds are used to increase offerings for intervention programs, supplemental support staff, and materials associated with these programs. PSUSD Educational Services supports school sites in monitoring progress in SPSA strategy implementation and effectiveness during the school year through various structures, including data analysis protocols and progress reporting resources. This action is provided LEA-wide in order to maximize the impact of addressing</p>	<p>Each school identifies metrics within the SPSA aligned with LCAP metrics and appropriate to the grade levels within the school. SPSAs can be viewed at www.psusd.us.</p> <p>District monitoring of this action includes:</p> <ul style="list-style-type: none"> • ELA, mathematics, and science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement

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	<p>contributes to a school's ability to address specific needs as part of improving outcomes for students.</p> <p>Scope: LEA-wide</p>	differentiated school and student needs in improving academic outcomes.	<p>Completion Rate (Metric 1.15)</p> <ul style="list-style-type: none"> • CTE Program Completion (Metric 1.16) • CTE Completers also meeting A-G requirements (Metric 1.17) • 11th grade CAASPP Results (Metrics 1.18, 1.19) • AP results (Metric 1.20) • Local progress monitoring assessments in ELA and math
1.15	<p>Action: Recruit & Retain Highly Qualified Staff</p> <p>Need: PSUSD reported two teacher misassignments for the 2024-25 school year. This resulted in a reporting percentage of 0.17% of teachers misassigned (2 out of 1,169) per CalSAAS reporting.</p> <p>Some sites with high LI, EL, and FY populations have a higher ratio of inexperienced teachers, however, rates continue to be relatively consistent across school sites and grade spans within PSUSD.</p>	Due to ongoing teacher shortages and recruiting needs in hard to fill subject areas, PSUSD continues to focus on recruiting and retaining high quality educators for LI, EL, and FY students. Consistent equitable access to effective teachers continues to be maintained across the district based on local monitoring. Reflective coaches primarily support newly hired teachers in their first and second year in the profession, working to ensure that all LI, EL, and FY students have equitable access to effective teachers. Human Resources administrators work to ensure the recruitment and retention of certificated staff qualified to instruct and support LI, EL, and FY student learning. The highly successful Teacher	<ul style="list-style-type: none"> • Teacher misassignment rates (Metric 1.22) • Cal-SAAS reporting outcomes as noted on the Teaching Assignment Monitoring Outcomes report on CDE DataQuest

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	<p>Challenges continue to exist in hiring qualified and effective science, mathematics, and special education teachers. This presents an ongoing need to retain effective teachers within the district, support early career teachers in becoming effective teachers, and provide a local pathway for new teacher development.</p> <p>Educational partner input has indicated a desire for a diverse staff at school sites and across the district. This includes a desire to have teachers who represent the student groups within the district.</p> <p>Educational partner input has been very positive regarding the first cohort of the Teacher Residency Program. At the time of plan writing, 25 participants are expected to complete the program in 2024-25 and become district teachers in 2025-26.</p> <p>Scope: LEA-wide</p>	<p>Residency Program creates a pathway to recruit and train new teachers within the district, adding diversity to the teaching staff to better align with the diversity of the local community. This action is provided on an LEA-wide basis to maximize the impact of providing highly qualified staff in all classrooms as part of increasing academic outcomes for all students.</p>	<ul style="list-style-type: none"> Teacher Residency Program participation and completion rates
1.16	<p>Action: Kindergarten Support</p> <p>Need: Historically, not all PSUSD students are reading at grade level by third grade. LI, EL, and FY students trail the performance of the corresponding non-group in these measures. Local assessment results in 2024-25 continue</p>	<p>Early learning support is critical in providing the foundation for success in school. TK classrooms prepare students for Kindergarten through a model including instructional aides. Kindergarten instructional aides in this action provide similar support to aides in TK classrooms, working with students on developing early literacy and mathematics skills. Small group instruction, individualized support, and primary language</p>	<p>- Local progress monitoring assessments in ELA and mathematics in Kindergarten</p>

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	<p>to indicate that early learning supports have been effective in supporting skill development improvement, however, ongoing support is needed for students in developing early literacy and mathematics skills in Kindergarten.</p> <p>The LI, EL, and FY student groups perform less successfully in CAASPP results than the “all students” group in the elementary grade levels. This indicates a continued need for early intervention and support in reading and math.</p> <p>Scope: LEA-wide</p>	<p>supports are used to help connect young students to content and skill development. Primary grade support leads to improvement over time in 3rd grade CAASPP results and better preparing students for future years in school. This action is being provided LEA-wide as part of improving early literacy and mathematics skill development for all students while implementing systems designed to address the needs of LI, EL, and FY students.</p>	
1.17	<p>Action: Enhanced Elementary Learning Opportunities</p> <p>Need: State and local performance data for LI, EL, and FY students indicate an ongoing need for additional supports in both ELA and mathematics. This requires additional time for teachers to collaborate and plan for the implementation of instructional and intervention strategies that are most beneficial to the needs of students within these groups.</p> <p>Educational partner feedback continues to be exceptionally positive regarding the elementary STEAM program, noting the student excitement for the program and the content being learned. Positive feedback has</p>	<p>Enhanced elementary learning opportunities provide multiple layers of support to LI, EL, and FY students. Local Indicator Priority 7 data indicates this additional level of learning opportunities provides LI, EL, and FY elementary students with access to a broad course of study. Additional elementary music teachers allow all TK-5 LI, EL, and FY students to receive music instruction once a week by a credentialed music teacher. Additional physical education teachers ensure all LI, EL, and FY elementary students receive 200 minutes of physical education by a credentialed P.E. teacher every 10 days in lieu of physical education lessons conducted by a general education teacher. In both cases, the instruction by teachers credentialed in these subject areas provides a higher level of instruction than what would be provided by the general education</p>	<ul style="list-style-type: none"> • CAST results at the 5th grade level (Metric 1.5) • LCFF Priority 7 Local indicator analysis for the elementary school setting (Metric 1.24) • Educational partner input regarding the impact of collaboration time for instructional planning in response to the

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	<p>also been received regarding elementary music and PE.</p> <p>Local Indicator Priority 7 results indicate a continued need to provide access to a broad course of study for all students, requiring additional resources to provide equitable access to STEAM, music, and physical education instruction at the elementary level. This action has successfully addressed that need in previous years.</p> <p>Scope: LEA-wide</p>	<p>multiple subject teacher in these subjects due to the trained expertise of these additional teachers. Elementary STEAM teachers provide lessons to LI, EL, and FY students in the application of science, technology, engineering, arts, and mathematics. Materials and licenses will be purchased to support instruction and learning in STEAM areas. The learning opportunities within this action provide additional grade-level collaboration opportunities for TK-5 teachers to support implementation of evidence-based instructional strategies supporting LI, EL, and FY student groups. Collaboration and instructional time have allowed for coaching, training, and collaborative planning for teachers, leading to improved academic outcomes for students. These actions are being implemented LEA-wide in order to maximize access to a broad course of study in the elementary grade span.</p>	<p>needs of LI, EL, and FY students</p>
1.18	<p>Action: Arts Education and Enrichment</p> <p>Need: PSUSD is an “Arts Equity” district, prioritizing access to arts enrichment is a continuing priority per educational partner input.</p> <p>The LI, FY, and EL student groups are not often reached by community-based arts programs, so school-based programs are essential to provide these experiences.</p> <p>Educational partner input continues to identify arts enrichment as a priority area of activity for students. This input is consistent with statewide trends regarding increasing arts</p>	<p>Arts educational and enrichment actions are provided to expand student exposure to and participation in arts related programming. Prior to the passing of Proposition 28 and the resulting Arts and Music in Schools funding resource, PSUSD identified a need to provide additional arts opportunities for LI, EL, and FY students. Therefore, PSUSD implemented a rich set of arts programming well prior to the increase in resources provided through AMS funding. Various art enrichment opportunities and experiences continue to be provided to LI, EL, and FY students at all grade levels throughout the district organized by the Coordinator of Visual and Performing Arts. This includes the locally developed “Arts Partners” and “Artists in Residence” programs among other offerings. Various enrichment opportunities for</p>	<ul style="list-style-type: none"> • LCFF Priority 2 Local indicator analysis (Metric 1.23) • LCFF Priority 7 Local indicator analysis (Metric 1.24) • Educational partner input regarding the impact of collaboration time for instructional planning in response to the

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	<p>access in schools as apart of Proposition 28 AMS funding.</p> <p>UC/CSU entrance requirements include access to and completion of visual and performing arts coursework, therefore exposure to the arts is a need for elementary and middle school students in building familiarity for future coursework.</p> <p>Scope: LEA-wide</p>	<p>middle and high school students continue to be supported to ensure that high needs students have access to a broad course of study that includes arts exposures. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of on-going efforts to maximize access to a broad course of study and provide arts enrichment to all students. AMS funding will continue to supplement efforts provided through the LCAP to further develop arts exposure and participation from LI, EL, and FY students.</p>	<p>needs of LI, EL, and FY students</p>
2.1	<p>Action: District Family Engagement Center</p> <p>Need: In addition to positive feedback regarding Family Center activities throughout the 2024-25 academic year, LCAP survey data and educational partner feedback indicate that current PSUSD parent needs include:</p> <ul style="list-style-type: none"> • Availability of supplemental support including tutoring, after school activities, and mental health services • Workshops and other learning opportunities for parents to develop skills that will help in improving their child's education • Access to and support for technology and communication platforms • Courses for parents including English as a second language, citizenship classes, and classes related to parenting skills 	<p>The PSUSD Family Engagement Center supports LI, EL, and FY families through parent outreach, parent advisory groups, and parent and family centered workshops. During 2024-25, the Family Center continued to adjust program offerings and supports to align with the evidence-based practices noted within the LCFF Priority 3 reflection tool. This was used throughout the year to monitor progress and align activities to areas identified in the reflection tool. Family Center efforts in 2025-26 will continue to focus on providing services to all school sites across the district. Workshops and conference opportunities will include English classes, citizenship classes, parenting classes, technology support, college readiness, and other topics identified by LI, EL, and FY parent input. These workshops will be held in various district locations to provide increased access and reduce travel barriers for participation. Educational partner feedback continues to be very positive regarding the efforts of the Family Center. The Family</p>	<ul style="list-style-type: none"> • Parent perception of school connectedness (Metric 2.2) • Parent perception of school safety (Metric 2.3) • Parent perception of support for academic learning (Metric 2.4) • Number of active PTA/PTO/PTG (Metric 2.5) • Number of active district advisory/action committees (Metric 2.6)

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	<ul style="list-style-type: none"> Connections to community resources and supports <p>Scope: LEA-wide</p>	<p>Center also will continue to operate the Family Center Teacher Advisory Committee (FETAC), increasing site capacity in family engagement strategies through training and collaboration. The services within this action are being provided LEA-wide to increase overall family engagement, promote collaboration between schools and families, and to continue to generate high ratings of parent and family connectedness with their children's school.</p>	<ul style="list-style-type: none"> Number of Family Center coordinated events (Metric 2.7) Number of parents/guardians attending one or more Family Center sponsored events (Metric 2.8) LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2.11) Educational partner feedback regarding Family Center services
2.2	<p>Action: School Site Parent Support Staff</p> <p>Need: Educational partner input continues to indicate a need for and appreciation of parent and family support at school sites, including Spanish-speaking support. This feedback specifically included support provided from FACE Specialists via the Family Center.</p> <p>Parents/guardians continue to respond favorably to items related to school connectedness in surveys. In the Winter 2025 survey, families reported an overall 95%</p>	<p>Educational partner feedback historically identified a need for site-based parent support, which addresses needs specific to the school and connected families. Although recent educational partner input has been positive about district efforts addressing this need, there is a clear desire to continue to systemically provide and refine these services. Family and Community Engagement Specialists (FACES) support schools in encouraging the active engagement of parents in their students' learning, participating in education-based family events, and accessing resources in their school community. FACES focus on the active engagement of LI, EL, and FY families. In 2024-25, FACES were reorganized to</p>	<ul style="list-style-type: none"> Parent perception of school connectedness (Metric 2.2) Parent perception of school safety (Metric 2.3) Parent perception of support for academic learning (Metric 2.4)

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	<p>favorable rating to items related to school connectedness, representing a 2% increase from the prior year.</p> <p>Educational partner input via surveys from parents and families identify favorable ratings that they feel respected (96% favorable) and that there is a feeling of being welcome at their child's school (94% favorable). Support staff and teachers are frequently noted as being responsive to concerns (94% favorable), welcoming of suggestions (94% favorable), and helpful (96% favorable). All of these indicators show increased rates from the prior year of 1-2 percentage points, due in part to the implementation of this action. These results are consistent with in-person educational partner input session comments.</p> <p>Scope: LEA-wide</p>	<p>provide services to all school sites rather than only targeted schools, expanding the impact of services to more locations across the district. Bilingual technicians continue to be provided at targeted sites with high LI and EL populations to facilitate parent engagement through translation and primary language communication services, directly in continued response to educational partner feedback regarding bilingual services at these locations. Although designed primarily to support the needs of LI, EL, and FY student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of services in addressing family support needs.</p>	<ul style="list-style-type: none"> • Number of active PTA/PTO/PTG (Metric 2.5) • Number of active district advisory/action committees (Metric 2.6) • Number of Family Center coordinated events (Metric 2.7) • Number of parents/guardians attending one or more Family Center sponsored events (Metric 2.8) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2.11) • Educational partner feedback regarding Family Center services
2.3	<p>Action: Communication</p> <p>Need: LCAP survey data and educational partner feedback indicate that PSUSD parent needs include:</p>	<p>Improving the communication system has been an ongoing effort in PSUSD for the last few years. The ParentSquare system launched in 2023-24 and continues to provide a unified platform for parent and family communication with school staff. Educational partner input regarding the system continues to be generally positive, with</p>	<ul style="list-style-type: none"> • Parent perception of school connectedness (Metric 2.2) • LCFF Priority 3 Local Indicator

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	<ul style="list-style-type: none"> Improved access to communication systems and improvements in these processes at the school and district levels Opportunities for flexible communication with educators and school staff <p>Educational partners have acknowledged that recent efforts to improve communication have been effective and should continue. This includes the use of ParentSquare as a consistent communication platform and increased use of social media channels for general communication within the district. Targeted communication has been positive, with 94% of parents identifying that school staff responds to needs in a timely manner on the Winter 2025 survey.</p> <p>Scope: LEA-wide</p>	<p>participating families noting improvements in notification access and frequency once onboarded into the system. Similarly, educational partner input also positively acknowledged the district's efforts in expanding the use of social media for general communication while continuing to identify the need to improve communication across platforms. The services within this action are being provided LEA-wide to maximize the effectiveness of communication systems for all student families through the use of consistent systems.</p>	<p>analysis (Metrics 2.9, 2.10, 2,11)</p> <ul style="list-style-type: none"> Educational partner feedback regarding communication systems Board of Education Operational Expectations report outcomes
2.4	<p>Action: Diversity and Racial Equity</p> <p>Need: Although generally improving, low percentages of favorable ratings for racial equity items and topics continue to persist in survey results. This includes 72% of students favorably rating diversity and inclusion items (an increase of 4%), and 47% favorably rating sense of belonging items (increased 7%) related to diversity and equity topics on the Winter 2025</p>	<p>The district's Diversity and Racial Equity (DRE) team actively engages staff and district educational partners in developing and using evidence-based culturally-responsive methodologies. LI, EL, and FY students and families represent a wide variety of backgrounds and cultures which requires the district to be responsive to cultural needs in addition to providing academic supports. The DRE team supports students and staff in ensuring that all district campuses are welcoming environments, broadening awareness and providing strategies for</p>	<ul style="list-style-type: none"> Parent perception of school connectedness (Metric 2.2) Number of active district advisory/action committees (Metric 2.6) LCFF Priority 3 Local Indicator

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	<p>survey. Also, SOGI ratings by students are low, with only 23% of students rating these items favorably on the Winter 205 survey. This indicates a need to continue to develop awareness of cultural differences within the PSUSD community.</p> <p>Educational partner input indicates that the district is making progress in providing opportunities for various racial and cultural groups to provide input and participate in decision-making processes, however, input continues to suggest that additional work is needed to include more diverse families in district activities.</p> <p>Scope: LEA-wide</p>	<p>inclusion. Conscious Education training provides a framework for staff in understanding biases, cultural differences, and the need to support students and families of all varieties. The district's annual Equity Conference has been praised for bringing together educational partners across district communities to collaborate around equity topics focused on improving district systems and outcomes for students. This action creates opportunities for all cultures, ethnicities, and backgrounds to be connected to the district and schools, therefore this action is being implemented LEA-wide to maximize the impact on family and student connectedness ratings.</p>	<p>analysis (Metrics 2.9, 2.10, 2.11)</p> <ul style="list-style-type: none"> • Panorama survey results related to DRE and SOGI topics • Educational partner feedback regarding equity practices, welcoming environments, and representation
3.1	<p>Action: Supplemental Counselors</p> <p>Need: The Fall 2024 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district as a whole following significant improvement from the following year, however rates for nearly all student groups continue to report in the Very High status level. LI and EL students also showed improvement moving to the Yellow performance level after reporting in the Red the prior year. FY students continued to report in the Red performance level. All three groups reported in the Very High status level,</p>	<p>Additional counselors are provided for all grade spans supporting LI, EL, and FY students with academic and behavioral counseling services. Educational partner input continues to identify needs related to counseling services, including proactive responses to SEL and support needs. SEL survey data indicates a need to continue to support students across multiple topics, including but not limited to self-efficacy and self-management. Additional counselors allow for added 1:1 counseling sessions, MTSS services, and social-emotional needs at all grade spans for these student groups. Graduation rates and A-G completion rates are supported by academic counseling efforts at the secondary school levels, however work remains in closing performance</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9)

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	<p>indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2024-25 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans. Although improvement was present in multiple areas on the Winter 2025 student SEL survey, results continue to indicate that support is needed across multiple focus topics. Secondary students reported overall percentages still fall below the 20th percentile in areas such as self-management, perseverance, and self-efficacy.</p> <p>On the Fall 2024 Dashboard, the “all students” group reported a Graduation Rate of 90.3%, reporting in the Green performance level following a 1% increase from the prior year. LI (90.4%), EL (84.1%), and FY (77.4%) students also reported improved results, however rates for these groups are commensurate with or report below the "all students" rate indicating a continued need for support and gap closure.</p> <p>On the Fall 2024 Dashboard, the “all students” group reported a College Career Indicator</p>	<p>gaps between groups. In high schools, the supplemental counselors also support LI, EL, and FY students with A-G coursework completion academic counseling. This action is provided LEA-wide as all students are likely to benefit from the additional counselors on campus, due in part to increased access to counseling supports with additional trained staff available on a daily basis.</p>	<ul style="list-style-type: none"> • Graduation Rate (Metrics 1.11, 1.12) • CCI (Metrics 1.13, 1.14)

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	<p>(CCI) percentage of 36.9%, reporting in the Yellow performance level. LI (36.9%), ELs (14.8%), and FY (16.1%) also reported in the Yellow performance level however, rates for two of the three groups trailed the overall district performance.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Mental Health Support</p> <p>Need: SEL survey results continue to indicate that support is needed for LI, EL, and FY students across multiple focus topics. Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans.</p> <p>Referral rates for LI and EL students are highest in areas of school-related defiance and anger management, anxiety, trauma, depression, grief and loss, and executive functioning. In addition, FY referrals from the county are one of the most frequent referral categories for services. Referral rates for services continue to increase over time for all three student groups.</p> <p>LCAP educational partner feedback regarding additional mental health services continues to be received from LI, EL, and FY parents/guardians, identifying the supports as positive and necessary. Educational partners</p>	<p>Mental Health therapists and associates provide Tier II and Tier III mental health support to LI, EL, and FY students and families. The most common services for these students include support for depression, anxiety, grief and loss, and trauma-related disorders. Mental health continues to be identified as a priority area in educational partner feedback along with positive ratings of current offerings. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide to maximize the availability of mental health services for all students.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Educational partner feedback related to mental health services and supports

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	<p>continue to note that mental health supports be offered by PSUSD in part due to alternate providers being limited in the geographic area. Requests for mental health services continue to increase across the district, both from the home and school settings.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Assistant Principals</p> <p>Need: According to the Fall 2024 Dashboard, 5.3% of students in PSUSD were suspended one or more times in 2023-24, reporting in the Yellow performance level due to an improvement of 1.5%. LI, EL, and FY students all reported in the Yellow performance levels for the year. Local progress monitoring indicates that rates in 2024-25 appear to be similar or declining at most schools at time of plan writing.</p> <p>Secondary school sites continue to report higher rates of suspension than elementary schools. Schools report varied levels of suspension incidents between sites, indicating a continued need for differentiated approaches to improvement.</p> <p>The Fall 2024 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district as a whole following significant improvement from the following</p>	<p>Although improvement in measures such suspension rate, chronic absenteeism rates, and graduation rates for LI, EL, and FY students is noted in recent results, there is a continued need to close gaps in performance between groups and improve rates overall. Additional high school Assistant Principals are provided to support LI, EL, and FY students with attendance, SEL, school connectedness, and academic support towards graduation and A-G course completion throughout the year. Additional elementary and middle school Assistant Principals support LI, EL, and FY students with behavioral interventions, academic support, and addressing chronic absenteeism. These Assistant Principals also connect with LI, EL, and FY families to support students with individualized needs. Although primarily responsible for behavioral support and attendance improvement efforts for LI, EL, and FY students, the additional Assistant Principals provide added instructional coaching for effective teaching practices targeting the needs of LI, EL, and FY students as part of classroom visitations. This action is provided LEA-wide as all students are likely to benefit from the activities of the Assistant</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10)

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	<p>year, however rates for nearly all student groups continue to report in the Very High status level. LI and EL students also showed improvement, moving to the Yellow performance level after reporting in the Red the prior year. FY students continued to report in the Red performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2024-25 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>A 5.4% dropout rate was reported for 2023-24 for the 4-year cohort, while middle school dropout rates reported at 0.03%. While LI (5.4%) high school dropout rates were approximately even with the "all students" group, EL (8.2%) and FY (16.1%) students reported significantly higher high school dropout rates, indicating a need for support and improved school connectedness. All of these outcomes indicate improvement from the prior year, attributed in part to this action.</p> <p>SEL support is needed for LI, EL, and FY students across all grade spans. Although improvement was present in multiple areas on</p>	<p>Principals on campuses due to the resulting improvements to school climate.</p>	

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	<p>the Winter 2025 student SEL survey, results continue to indicate that support is needed across multiple focus topics. Secondary students reported overall percentages still fall below the 20th percentile in areas such as self-management, perseverance, and self-efficacy.</p> <p>Scope: LEA-wide</p>		
3.5	<p>Action: Driving Achievement, Resilience and Transformation (DART) Team</p> <p>Need: According to the Fall 2024 Dashboard, 5.3% of students in PSUSD were suspended one or more times in 2023-24, reporting in the Yellow performance level due to an improvement of 1.5%. LI, EL, and FY students all reported in the Yellow performance levels for the year. Local progress monitoring indicates that rates in 2024-25 appear to be similar or declining at most schools at time of plan writing. Further analysis of both data sets indicates an increase in the number of incidents related to fighting and drug use, which is consistent across student groups.</p> <p>PSUSD has experienced an increase in the number of LI, EL, and FY students who have experienced incarceration or other justice-involved statuses and are seeking reentry into</p>	<p>The DART Team and DART Counselor will provide services related to justice-involved youth and gang prevention. Services will be provided to LI, EL, and FY students in the form of transition planning, prevention counseling, and wrap-around services for students with identified needs. Professional development will be provided by the DART Counselor to other counselors in the district to assist in identifying potential gang-related activities and addressing related needs in a responsive and timely manner. This action is provided LEA-wide as all students are likely to benefit from the activities of the professional development and services being provided, supporting improved school climate for all students through ensuring appropriate transition opportunities for students and addressing gang-related topics of concern to educational partners.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Panorama survey results related to student safety (Metric 3.10)

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	<p>the district. Additional services and supports are required to address this need.</p> <p>Perceptions of school safety improved in both the elementary and secondary settings according to the Winter 2025 school climate survey. Favorable ratings of school safety from students remain lower than desired, identifying safety as an ongoing need for the district. Educational partners have expressed concerns regarding gang activity near or on school grounds, requesting that services be made available to address gang prevention at schools.</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: MTSS SEL and Behavioral Supports</p> <p>Need: According to the Fall 2024 Dashboard, 5.3% of students in PSUSD were suspended one or more times in 2023-24, reporting in the Yellow performance level due to an improvement of 1.5%. LI, EL, and FY students all reported in the Yellow performance levels for the year. Local progress monitoring indicates that rates in 2024-25 appear to be similar or declining at most schools at time of plan writing.</p> <p>Per educational partner feedback, SEL and behavior supports continue to be needed at most schools.</p>	<p>Suspension rates, chronic absenteeism rates, educational partner input, and SEL survey results continue to identify needs for tiered supports that are responsive to student needs. PSUSD continues to address these needs through the district's MTSS model in multiple ways. The Behavior Intervention and Support team works with sites to target the specific needs of LI, EL, and FY students in the school setting, designing behavior plans as part of the Tier 2 level of the MTSS model. Behavior Intervention Specialists are further trained to support the diverse needs of LI, EL, and FY students who also have disabilities. Tier 1 support for LI, EL, and FY students within the model includes social-emotional support programs that teach skills related to mindfulness and holistic wellness. MTSS Coaches provide SEL</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SEL support is needed for LI, EL, and FY students across all grade spans. Although improvement was present in multiple areas on the Winter 2025 student SEL survey, results continue to indicate that support is needed across multiple focus topics. Secondary students reported overall percentages still fall below the 20th percentile in areas such as self-management, perseverance, and self-efficacy.</p> <p>Scope: LEA-wide</p>	<p>and behavioral support for LI, EL, and FY students through developing a site-based system responsive to student needs. The MTSS Coaches also work with teachers in implementing SEL and behavior management strategies that support the needs of LI, EL, and FY students in the classroom setting. Although these actions are designed for LI, EL, and FY student needs, the MTSS system is implemented LEA-wide to maximize supports for all students in improving both academic and behavioral outcomes.</p>	<p>connectedness (Metric 3.9)</p> <ul style="list-style-type: none"> • Panorama survey results related to student safety (Metric 3.10)
3.7	<p>Action: Campus Safety and Security</p> <p>Need: Perceptions of school safety improved in both the elementary and secondary settings according to the Winter 2025 school climate survey. Favorable ratings of school safety from students remain lower than desired, identifying safety as an ongoing need for the district. Educational partners have expressed concerns regarding gang activity near or on school grounds, requesting that services be made available to address gang prevention at schools.</p> <p>Family responses on the school climate surveys indicate a 94% favorable rating for school safety items in the Winter 2025 survey,</p>	<p>The Director of Security and Disaster Preparedness proactively leads district safety and security initiatives, training security staff in student-centered relationship-building practices, and linking local municipality resources to schools. Campus safety officers provide support in creating safe schools for LI, EL, and FY students and assist in student behavioral incidents as needed. Site-based safety officers also assist with traffic direction during student arrival and dismissal periods, a need historically identified by LI educational partner input. Professional development continues to be provided to campus safety officers in LI, EL, and FY student support practices including but not limited to restorative practices and youth mental health first aid. Professional development for all staff is ongoing related to school safety protocols and emergency preparedness, including but not limited to the ALICE framework. This action is provided LEA-</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10) • Educational partner feedback related to school safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>an increase of 2% prior year rating, attributed in part to this action.</p> <p>Educational partner input in 2024-25 from LI, EL, and FY students and families continued to indicate a strong desire for security and safety support during the school day. Visible security personnel on campus was often noted as a preferred option stating that these staff members provided a sense of safety and security for both them and their children. Feedback continued to identify that many students have positive relationships with district Security Officers, contributing to improved school connectedness and positive staff relationships.</p> <p>Scope: LEA-wide</p>	<p>wide as all students are likely to benefit from this action due to increased school safety and resulting improvements to school climate.</p>	
3.8	<p>Action: School Social Workers</p> <p>Need: Educational partner feedback continues to identify needs to remove a variety of barriers to school attendance and school connectedness for students and families. These needs are most significant for LI and FY families, and differ by student group and individual student/family situation.</p> <p>According to the Fall 2024 Dashboard, 5.3% of students in PSUSD were suspended one or more times in 2023-24, reporting in the Yellow</p>	<p>School Social Workers continue to provide wrap around services, intervention, and resources for at-risk LI, EL and FY students and families. These supports include providing solution-focused individual and group counseling services for LI, EL, and FY students and families, connecting families to community resources, and services related to SEL and youth mental health. School Social Workers provide staff development in the areas of child abuse and neglect, trauma-informed practices, crisis protocol, coping with grief and loss, and other areas as needed to support LI, EL, and FY students and families. School Social Workers will be used as Tier 2 and Tier 3 support for LI, EL, and FY families through the SARB</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Panorama survey results related to student connectedness (Metric 3.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance level due to an improvement of 1.5%. LI, EL, and FY students all reported in the Yellow performance levels for the year. Local progress monitoring indicates that rates in 2024-25 appear to be similar or declining at most schools at time of plan writing.</p> <p>The Fall 2024 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district as a whole following significant improvement from the following year, however rates for nearly all student groups continue to report in the Very High status level. LI and EL students also showed improvement moving to the Yellow performance level after reporting in the Red the prior year. FY students continued to report in the Red performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2024-25 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>Scope: LEA-wide</p>	<p>process, supporting students returning to school from incarceration or expulsion, and other appropriate referrals. This action is provided LEA-wide to maximize the impact of improving school attendance, reducing chronic absenteeism, and providing appropriate supports for all identified students in significant need.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.9	<p>Action: Health Services and Nursing Staff</p> <p>Need: Health concerns continue to be a high priority topic in educational partner feedback for the last few years. Educational partners continue to identify PSUSD provided services as positive and necessary for student success. Identified needs include a wide range of services, from basic first aid assistance at school through complex individualized medical needs.</p> <p>The district continues to see increases in cases of ADHD, diabetes, life-threatening allergies, G-tube related care, and cardiac conditions among other medical needs within the student population. Students with these and other similar conditions need monitoring and ongoing communication with healthcare providers by trained RNs and LVNs to ensure health plans are developed and implemented, allowing students to continue with chronic or complex medical conditions to safely and consistently attend school.</p> <p>Regional access to medical support and services is an issue for portions of the district. Limited access to services primarily impacts the northern geographic area of the district and disproportionately impacts LI, EI, and FY students and families.</p> <p>Scope:</p>	<p>The Director of Health Services and Health Services staff collaborate with families and school staff to ensure that health plans for LI, EL, and FY students are current and aligned with district policies and procedures. These services respond to changes in student health patterns and provide resources for LI, EL, and FY students and families. Educational partner feedback continues to be positive regarding the district's health-related support provided at both the district and school site levels. Professional development and training in topics such as basic first aid, CPR, AEDs, and NARCAN are provided to increase the number of staff able to respond to urgent medical needs of LI, EL, and FY students at schools. Although designed to support LI, EL, and FY students, this action is provided LEA-wide as all students are likely to benefit from health-related supports during the school day as part of improving attendance and decreasing chronic absenteeism rates.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Educational partner feedback related to health services needs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.10	<p>Action: Organized Recess and Supervision</p> <p>Need: Elementary suspension rates continue to report at lower rates than middle and high schools. This is partially attributed to the implementation of the organized recess program and associated supervision coverage and requires a differentiated approach to improvement that addresses the needs identified at each school.</p> <p>According to the Fall 2024 Dashboard, 5.3% of students in PSUSD were suspended one or more times in 2023-24, reporting in the Yellow performance level due to an improvement of 1.5%. LI, EL, and FY students all reported in the Yellow performance levels for the year. Local progress monitoring indicates that rates in 2024-25 appear to be similar or declining at most schools at time of plan writing.</p> <p>Elementary SEL and School Connectedness levels continue to indicate a need to support students through various social interactions at school. Although the rates increased in the Winter 2025 survey as compared to the prior year, student responses to safety-related items continue to indicate support needs for appropriate student-to-student interactions during unstructured times on campus.</p>	<p>The district's organized recess program, recess coaches, and supervision aides facilitate and implement a structured recess program for LI, EL, and FY elementary school students. This program promotes inclusion, students being physically active, and the development of social-emotional skills. Supervision Aides support LI, EL, and FY student needs and interactions before school, during recess, and during lunch periods. Program implementation is credited in part as limiting suspension rates at participating school sites by supporting LI, EL, and FY students during recess and lunch timeframes. This action is provided LEA-wide as all students are likely to benefit from this action due to increased school safety and resulting improvements to school climate.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.11	<p>Action: Community Liaisons</p> <p>Need: The Fall 2024 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district as a whole following significant improvement from the following year, however rates for nearly all student groups continue to report in the Very High status level. LI and EL students also showed improvement moving to the Yellow performance level after reporting in the Red the prior year. FY students continued to report in the Red performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2024-25 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>FY and AI performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating support needs for these student groups, including</p>	Although improved on the Fall 2024 Dashboard, chronic absenteeism rates continue to report in the Very High status level for LI, EL, and FY student groups, indicating a continuing need to support students and families with attendance-related resources and services. Community Liaisons support LI, EL, and FY students and families with addressing barriers to school attendance. Supports include home visits, SART meetings, and providing access to resources such as bus passes, food vouchers, and clothing as needed. Educational partner input continues to identify varied needs related to school attendance, requiring support systems that are responsive to individual family needs in improving student attendance. Although designed around the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of maximizing impact on decreasing chronic absenteeism rates and increasing student attendance.	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>those students multiply identified as also LI, EL, and/or FY.</p> <p>Scope: LEA-wide</p>		
3.12	<p>Action: Prevention Specialists</p> <p>Need: The Fall 2024 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district as a whole following significant improvement from the following year, however rates for nearly all student groups continue to report in the Very High status level. LI and EL students also showed improvement moving to the Yellow performance level after reporting in the Red the prior year. FY students continued to report in the Red performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2024-25 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p>	<p>Although improved on the Fall 2024 Dashboard, chronic absenteeism rates continue to report in the Very High status level for LI, EL, and FY student groups, indicating a continuing need to support students and families with attendance-related resources and services. Prevention Specialists use the Edge coaching model in student interactions and continue to serve as adult mentors for targeted LI, EL, and FY students, assisting them in goal setting and providing regular check-ins and conferencing opportunities. Educational partner input indicates varied needs related to school attendance, requiring support systems that are responsive to individual family needs in improving student attendance. Although designed around the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of maximizing impact on decreasing chronic absenteeism rates and increasing student attendance.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FY and AI performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating support needs for these student groups, including those students multiply identified as also LI, EL, and/or FY.</p> <p>Scope: LEA-wide</p>		
3.13	<p>Action: Bus Transportation</p> <p>Need: Educational partner input indicates continuing needs to support LI, EL, and FY transportation. Educational partners consistently identify transportation needs as a contributing factor of chronic absenteeism and school attendance.</p> <p>The Fall 2024 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district as a whole following significant improvement from the following year, however rates for nearly all student groups continue to report in the Very High status level. LI and EL students also showed improvement moving to the Yellow performance level after reporting in the Red the prior year. FY students continued to report in the Red performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates.</p>	<p>Additional transportation services to areas of the district with high percentages of LI, EL, and FY students will continue to be provided in order to mitigate transportation barriers in students accessing school and returning home. Chronic absenteeism rates for LI, EL, and FY student groups have historically improved at sites supported with additional transportation services. This action is provided LEA-wide as all bussing-eligible students are likely to benefit from this action, maximizing the impact of the action on increasing attendance rates and reducing chronic absenteeism rates.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Transportation usage data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>These results are similar for schools and student groups within schools across the district. Progress monitoring in 2024-25 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: English Learner Support</p> <p>Need: On the Fall 2024 Dashboard, the “all students” group reported an average score of 46.1 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Red performance level (88.4 points below standard) and LTEL students also reported in the Red performance level</p>	The EL Programs Office provides a range of services integrating resources through both LCFF and Title III funds. Support provided by EL Community Liaisons includes weekly high school newcomer meetings, family contacts, and in-class support. Counselors on Special Assignment (COSAs) are supported at each high school specifically to support English learners students with mentoring services, access to tutoring, A-G eligibility support, and goal setting. Although principally supporting EL students, COSAs also	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments for EL students (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(114.3 points below standard). This indicates a continuing need to support these students in ELA and ELD across all grade levels in the district.</p> <p>On the Fall 2024 Dashboard, the “all students” group reported an average score of 88.8 points below standard in mathematics, placing the district in the Orange performance level. EL (118.4 points below standard) and LTEL (173.8 points below standard) students both reported in the Red performance level. This indicates a continuing need to support these students in mathematics performance across all grade levels in the district.</p> <p>On the Fall 2024 Dashboard, 42.0% of ELPAC tested students were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Orange performance level. Seven schools reported in the Red performance level in ELPI on the Fall 2024 Dashboard, and another five schools reported in the Orange performance level. Although improved from the Fall 2023 Dashboard results, these outcomes indicate a need for ongoing support in English language development at many sites.</p> <p>EL student groups continued to perform lower on local benchmarking and progress monitoring assessments in 2024-25 than the overall student group in both reading and mathematics, indicating a continued need for gap closure in student performance.</p>	<p>provide targeted support to the individualized needs of LTELs.</p> <p>Title III actions supporting EL students include 1) effective professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel, 2) enhanced instructional opportunities for newly-arrived immigrant children and youth, 3) effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the state academic standards, and 4) assist English learners in achieving English proficiency based on the State’s English language proficiency assessment. Title III funds provide schools with the ELLevation program used to monitor EL student progress and support via a Teacher on Special Assignment supporting EL strategy training and implementation.</p>	<ul style="list-style-type: none"> • EL performance on ELPI (Metric 1.8) • Reclassification Rate (Metric 1.9) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.7	Action: Long Term English Learner (LTEL) Support Need: On the Fall 2024 Dashboard, the “all students” group reported an average score of 46.1 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Red performance level (88.4 points below standard) and LTEL students also reported in the Red performance level (114.3 points below standard). This indicates a continuing need to support these students in ELA and ELD across all grade levels in the district. On the Fall 2024 Dashboard, the “all students” group reported an average score of 88.8 points below standard in mathematics, placing the district in the Orange performance level. EL (118.4 points below standard) and LTEL (173.8 points below standard) students both reported in the Red performance level. This indicates a continuing need to support these students in mathematics performance across all grade levels in the district. On the Fall 2024 Dashboard, 42.0% of ELPAC tested students were reported as making progress towards English language proficiency as measured by the ELPI, placing the district	Long Term English Learners (LTELs) have been identified as an EL for seven or more years, indicating a need for additional targeted services to attain English language proficiency. The EL Programs Office provides professional development and resources on the use of integrated ELD strategies in core content to specifically target the needs of LTELs. A specific ELD course supports LTELs in improving language acquisition and development leading to increased reclassification specifically from the LTEL group. Targeted intervention during the school day, progress monitoring, and family nights supporting LTELs are planned to address identified needs. Title III funds are providing schools with supplemental ELD program materials for LTEL status prevention and addressing the needs of current LTELs.	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments for EL students (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Reclassification Rate (Metric 1.9) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>in the Orange performance level. Seven schools reported in the Red performance level in ELPI on the Fall 2024 Dashboard, and another five schools reported in the Orange performance level. Although improved from the Fall 2023 Dashboard results, these outcomes indicate a need for ongoing support in English language development at many sites.</p> <p>EL student groups continued to perform lower on local benchmarking and progress monitoring assessments in 2024-25 than the overall student group in both reading and mathematics, indicating a continued need for gap closure in student performance.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Foster Youth Community Liaisons</p> <p>Need: PSUSD serves approximately 200 FY students throughout the district. FY students have unique and individualized needs to connect to school, attend regularly, and succeed academically. FY student caregivers often need assistance in connecting to district and community resources as part of supporting FY students.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for</p>	<p>Two foster youth community liaisons coordinate individualized support services to district foster and homeless youth and their families. Services and processes in 2025-26 include identifying specific supports and services needed for each student, improved school-based support systems, and high school counselor consultation to support FY students with post-secondary planning. Collaboration with Prevention Specialists will also continue to address additional needs and provide layered support to FY students.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Differentiated Assistance, indicating a need for support across multiple areas for this student group. FY students reported in the Red performance level in chronic absenteeism and mathematics results at the district level indicating the needs for a variety of supports. Although the FY student group showed improvements in ELA, suspension rate, graduation rate, and CCI, all indicators note significant performance gaps as compared to the "all students" group.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>student connectedness (Metric 3.9)</p> <ul style="list-style-type: none"> • Panorama survey results related to student safety (Metric 3.10)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In 2025-26, the district projects to be provided an additional LCFF concentration grant add-on funding in the amount of \$12,423,410. This additional funding is used to increase the number of staff providing direct services to students at schools with a percentage of unduplicated LI, EL, and FY students exceeding 55%. In PSUSD, all schools exceed the 55% threshold and therefore benefit from the additional 15% concentration grant funding.

As in past years, PSUSD continues to utilize these funds to increase the number of both certificated and classified staff providing direct services to LI, EL, and FY students in schools across the district. Additional staff is provided in key areas of support based on student needs,

educational partner input, and expanding and enhancing programs determined to be effective in improving outcomes for LI, EL, and FY students. In all cases, the specific duties of these staff members are adjusted to support changing student needs. Analysis of the Fall 2024 Dashboard results, CDE DataQuest reporting for 2023-24, local progress monitoring data from the 2024-25 academic year, and updated educational partner input continues to indicate that most supplemental staffing has been effective in addressing student needs. Thus these positions and associated services will continue for the 2025-26 school year. Since all PSUSD schools feature student populations over the 55% concentration threshold, schools and programs continue to be prioritized for support based on current performance measures, learning support and intervention needs, accountability status, and grade span.

Funded actions and programs which include additional staff providing direct services that support LI, EL, and FY students include:

- *15 additional teachers in middle school for broad course of study and class size reduction efforts (Goal 1 Action 11 - Broad Course of Study and Class Size Reduction)
- *15 Elementary STEAM Teachers providing lessons in applied science, technology, engineering, arts, and mathematics to LI, EL, and FY students (Goal 1 Action 17 - Enhanced Elementary Learning Opportunities)
- *15 Elementary School Counselors providing Tier I and Tier II supports for LI, EL, and FY students (Goal 3 Action 1 - Supplemental Counselors)
- *11 additional Mental Health Therapists supporting LI, EL, and FY student mental health needs (Goal 3 Action 2 - Mental Health Support)
- *13 Behavior Paraprofessionals providing Tier I and Tier II behavioral supports for LI, EL, and FY students (Goal 3 Action 6 - MTSS SEL and Behavior Supports)
- *13 Behavior Intervention Assistants providing Tier I and Tier II behavioral supports for LI, EL, and FY students including those with identified disabilities (Goal 3 Action 6 - MTSS SEL and Behavior Supports)
- *Additional hours for supervision aides to provide SEL and behavior support to LI, EL, and FY students before school, during recess, and during lunch periods (Goal 3 Action 10 - Organized Recess and Supervision)
- *Additional hours for Recess Coaches at elementary schools to allow for additional supports related to organized recess, SEL, and positive student interaction (Goal 3 Action 10 - Organized Recess and Supervision)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary School - 1:30, Middle School - 1:35, High School - 1:30, Alternative - 1:43
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School - 1:16, Middle School - 1:17, High School - 1:17, Alternative - 1:11

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	203,988,943.00	92,679,831.00	45.434%	0.000%	45.434%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$93,998,463.00	\$37,942,299.00	\$0.00	\$7,184,523.00	\$139,125,285.00	\$100,673,347.00	\$38,451,938.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$3,325,011.00	\$2,050.00	\$2,955,618.00			\$371,443.00	\$3,327,061.00	
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,830,342.00	\$775,956.00	\$2,416,211.00			\$190,087.00	\$2,606,298.00	
1	1.3	Additional Collaboration & Instructional Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$21,996,664.00	\$0.00	\$21,996,664.00				\$21,996,664.00	
1	1.4	Technology Implementation and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,572,446.00	\$1,234,122.00	\$3,613,965.00			\$192,603.00	\$3,806,568.00	
1	1.5	MTSS - Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$6,166,211.00	\$157,760.00	\$157,760.00	\$5,193,233.00		\$972,978.00	\$6,323,971.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$1,929,044.00	\$424,076.00	\$1,623,489.00			\$729,631.00	\$2,353,120.00	
1	1.7	Long Term English Learner (LTEL) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$0.00	\$125,604.00	\$20,000.00			\$105,604.00	\$125,604.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Dual Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High, Two Bunch Palms Elementary	on-going	\$2,513,748.00	\$447,412.00	\$2,788,614.00			\$172,546.00	\$2,961,160.00	
1	1.9	High School Graduation and A-G Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	on-going	\$1,841,829.00	\$1,150,000.00	\$2,991,829.00				\$2,991,829.00	
1	1.10	CTE Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	on-going	\$2,747,645.00	\$197,000.00	\$2,744,311.00			\$200,334.00	\$2,944,645.00	
1	1.11	Broad Course of Study and Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$7,420,214.00	\$0.00	\$7,420,214.00				\$7,420,214.00	
1	1.12	Inclusion Instructional Model Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,260,982.00	\$0.00	\$1,260,982.00				\$1,260,982.00	
1	1.13	Supplemental Inclusion Instructional Model Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,679,317.00	\$125,000.00	\$1,804,317.00				\$1,804,317.00	
1	1.14	School Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$4,063,322.00	\$1,536,008.00	\$5,431,464.00			\$167,866.00	\$5,599,330.00	
1	1.15	Recruit & Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,486,587.00	\$705,614.00	\$2,655,343.00			\$536,858.00	\$3,192,201.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.16	Kindergarten Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	on-going	\$1,348,094.00	\$0.00	\$1,348,094.00				\$1,348,094.00	
1	1.17	Enhanced Elementary Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	on-going	\$6,333,873.00	\$87,000.00	\$6,420,873.00				\$6,420,873.00	
1	1.18	Arts Education and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$465,413.00	\$456,910.00	\$922,323.00				\$922,323.00	
1	1.19	Expanded Learning Program	All	No			Specific Schools: All district elementary and middle schools	on-going	\$2,246,722.00	\$22,848,465.00	\$0.00	\$21,932,937.00		\$3,162,250.00	\$25,095,187.00	
1	1.20	Technical Assistance - Academics	Students with Disabilities Foster Youth, American Indian students	No			All Schools	on-going	\$1,895,787.00	\$2,474,292.00	\$0.00	\$4,370,079.00			\$4,370,079.00	
1	1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	Students with Disabilities	No			All Schools	on-going	\$457,970.00	\$0.00	\$457,970.00				\$457,970.00	
2	2.1	District Family Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$409,531.00	\$85,000.00	\$469,531.00			\$25,000.00	\$494,531.00	
2	2.2	School Site Parent Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,234,978.00	\$0.00	\$1,234,978.00				\$1,234,978.00	
2	2.3	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$422,722.00	\$0.00	\$422,722.00				\$422,722.00	
2	2.4	Diversity and Racial Equity	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	on-going	\$432,429.00	\$45,000.00	\$477,429.00				\$477,429.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.1	Supplemental Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$4,044,168.00	\$7,700.00	\$4,051,868.00				\$4,051,868.00	
3	3.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,671,925.00	\$15,000.00	\$2,414,098.00			\$272,827.00	\$2,686,925.00	
3	3.3	Foster Youth Community Liaisons	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on-going	\$132,534.00	\$58,134.00	\$106,172.00			\$84,496.00	\$190,668.00	
3	3.4	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$4,141,449.00	\$0.00	\$4,141,449.00				\$4,141,449.00	
3	3.5	Driving Achievement, Resilience and Transformation (DART) Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$111,500.00	\$0.00	\$111,500.00				\$111,500.00	
3	3.6	MTSS SEL and Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$3,671,398.00	\$395,351.00	\$2,532,082.00	\$1,534,667.00			\$4,066,749.00	
3	3.7	Campus Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,305,051.00	\$200,000.00	\$1,505,051.00				\$1,505,051.00	
3	3.8	School Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$938,931.00	\$4,500.00	\$4,500.00	\$938,931.00			\$943,431.00	
3	3.9	Health Services and Nursing Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$456,623.00	\$34,538.00	\$491,161.00				\$491,161.00	
3	3.10	Organized Recess and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,221,705.00	\$27,000.00	\$2,248,705.00				\$2,248,705.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$377,194.00	\$5,000.00	\$5,000.00	\$377,194.00			\$382,194.00	
3	3.12	Prevention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,210,693.00	\$5,000.00	\$5,000.00	\$1,210,693.00			\$1,215,693.00	
3	3.13	Bus Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$256,645.00	\$4,120,524.00	\$4,377,169.00				\$4,377,169.00	
3	3.14	Technical Assistance - School Attendance Plans	Foster Youth, American Indian	No			All Schools	on-going	\$370,007.00	\$0.00	\$370,007.00				\$370,007.00	
4	4.1	Arts Instruction Expansion	All	No			Specific Schools: Mt. San Jacinto High School	2025-26 through 2027-28	\$150,214.00	\$0.00	\$0.00	\$150,214.00			\$150,214.00	
4	4.2	CTE Program Expansion	All	No			Specific Schools: Mt. San Jacinto High School	2025-26 through 2027-28	\$341,179.00	\$85,000.00	\$0.00	\$426,179.00			\$426,179.00	
4	4.3	MTSS - ELA and Math Intervention Systems	All	No			Specific Schools: Mt. San Jacinto High School	2025-26 and 2026-27	\$142,800.00	\$25,000.00	\$0.00	\$167,800.00			\$167,800.00	
4	4.4	Alternative Education Professional Development	All	No			Specific Schools: Mt. San Jacinto High School	2025-26 and 2026-27	\$0.00	\$25,000.00	\$0.00	\$25,000.00			\$25,000.00	
4	4.5	MTSS - SEL and Behavioral Supports for Alternative Education Students	All	No			Specific Schools: Mt. San Jacinto High School	2025-26 through 2026-27	\$317,502.00	\$67,547.00	\$0.00	\$385,049.00			\$385,049.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.1	Art Instruction Expansion	All	No			Specific Schools: Desert Learning Academy	2025-26 and 2026-27	\$140,379.00	\$0.00	\$0.00	\$140,379.00			\$140,379.00	
5	5.2	Mathematics Course and Intervention Expansion	All	No			Specific Schools: Desert Learning Academy	2024-25 and 2026-27	\$366,968.00	\$0.00	\$0.00	\$366,968.00			\$366,968.00	
5	5.3	School Community Outreach	All	No			Specific Schools: Desert Learning Academy	2024-25 and 2025-26	\$88,439.00	\$0.00	\$0.00	\$88,439.00			\$88,439.00	
5	5.4	MTSS System Improvement	All	No			Specific Schools: Desert Learning Academy	2025-26 and 2026-27	\$0.00	\$166,889.00	\$0.00	\$166,889.00			\$166,889.00	
6	6.1	Professional Learning Communities Professional Development	All	No			Specific Schools: Julius Corsini Elementary	2025-26 and 2026-27	\$0.00	\$180,000.00	\$0.00	\$180,000.00			\$180,000.00	
6	6.2	School Community Outreach	All	No			Specific Schools: Julius Corsini Elementary	2025-26 and 2026-27	\$135,162.00	\$0.00	\$0.00	\$135,162.00			\$135,162.00	
6	6.3	MTSS - Intervention Expansion	All	No			Specific Schools: Julius Corsini Elementary	2025-26 and 2026-27	\$0.00	\$87,486.00	\$0.00	\$87,486.00			\$87,486.00	
6	6.4	ELA and Mathematics Professional Development and Collaborative Planning	All	No			Specific Schools: Julius Corsini Elementary	2025-26 and 2026-27	\$0.00	\$65,000.00	\$0.00	\$65,000.00			\$65,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
203,988,943.00	92,679,831.00	45.434%	0.000%	45.434%	\$93,170,486.00	0.000%	45.674 %	Total:	\$93,170,486.00
								LEA-wide Total:	\$91,420,825.00
								Limited Total:	\$1,749,661.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,955,618.00	
1	1.2	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,416,211.00	
1	1.3	Additional Collaboration & Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,996,664.00	
1	1.4	Technology Implementation and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,613,965.00	
1	1.5	MTSS - Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,760.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,623,489.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Long Term English Learner (LTEL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	
1	1.8	Dual Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High, Two Bunch Palms Elementary	\$2,788,614.00	
1	1.9	High School Graduation and A-G Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	\$2,991,829.00	
1	1.10	CTE Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	\$2,744,311.00	
1	1.11	Broad Course of Study and Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,420,214.00	
1	1.12	Inclusion Instructional Model Support Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,260,982.00	
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,804,317.00	
1	1.14	School Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,431,464.00	
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,655,343.00	
1	1.16	Kindergarten Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	\$1,348,094.00	
1	1.17	Enhanced Elementary Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	\$6,420,873.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.18	Arts Education and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$922,323.00	
2	2.1	District Family Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$469,531.00	
2	2.2	School Site Parent Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,234,978.00	
2	2.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$422,722.00	
2	2.4	Diversity and Racial Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$477,429.00	
3	3.1	Supplemental Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,051,868.00	
3	3.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,414,098.00	
3	3.3	Foster Youth Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$106,172.00	
3	3.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,141,449.00	
3	3.5	Driving Achievement, Resilience and Transformation (DART) Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,500.00	
3	3.6	MTSS SEL and Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,532,082.00	
3	3.7	Campus Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,505,051.00	
3	3.8	School Social Workers	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$4,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.9	Health Services and Nursing Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$491,161.00	
3	3.10	Organized Recess and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,248,705.00	
3	3.11	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.12	Prevention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.13	Bus Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,377,169.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$133,472,100.00	\$136,335,803.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Coaches	Yes	\$3,342,968.00	\$3,252,636
1	1.2	Staff Professional Development	Yes	\$4,503,660.00	\$5,982,763
1	1.3	Additional Collaboration & Instructional Time	Yes	\$22,020,541.00	\$21,168,183
1	1.4	Technology Implementation and Support Services	Yes	\$3,912,717.00	\$3,904,752
1	1.5	MTSS - Academic Supports	Yes	\$5,790,740.00	\$4,861,939
1	1.6	English Learner Support	Yes	\$2,129,855.00	\$2,001,870
1	1.7	Long Term English Learner (LTEL) Support	Yes	\$365,161.00	\$168,676
1	1.8	Dual Immersion Program	Yes	\$2,367,736.00	\$3,006,637
1	1.9	High School Graduation and A-G Support	Yes	\$2,804,812.00	\$3,120,150
1	1.10	CTE Programs	Yes	\$3,131,307.00	\$2,787,871
1	1.11	Broad Course of Study and Class Size Reduction	Yes	\$7,648,717.00	\$7,666,636

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Inclusion Instructional Model Support Personnel	Yes	\$1,453,696.00	\$1,529,952
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	\$1,678,514.00	\$1,763,173
1	1.14	School Site Allocations	Yes	\$5,788,272.00	\$5,824,607
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	\$2,801,833.00	\$2,918,082
1	1.16	Kindergarten Support	Yes	\$1,356,619.00	\$1,264,534
1	1.17	Enhanced Elementary Learning Opportunities	Yes	\$6,347,150.00	\$6,224,944
1	1.18	Arts Education and Enrichment	Yes	\$807,549.00	\$911,098
1	1.19	Expanded Learning Program	No	\$15,243,371.00	\$27,273,596
1	1.20	Technical Assistance - Academics	No	\$7,751,103.00	\$1,845,023
1	1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	No	\$458,037.00	\$458,037
2	2.1	District Family Engagement Center	Yes	\$522,351.00	\$522,628
2	2.2	School Site Parent Support Staff	Yes	\$1,254,001.00	\$1,178,537
2	2.3	Communication	Yes	\$152,979.00	\$151,899

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Diversity and Racial Equity	Yes	\$509,104.00	\$529,787
3	3.1	Supplemental Counselors	Yes	\$3,963,013.00	\$3,831,212
3	3.2	Mental Health Support	Yes	\$2,632,510.00	\$2,567,558
3	3.3	Foster Youth Community Liaisons	Yes	\$215,572.00	\$131,508
3	3.4	Assistant Principals	Yes	\$5,687,577.00	\$4,712,900
3	3.5	Student Deans	Yes	\$568,893.00	\$524,324
3	3.6	MTSS SEL and Behavioral Supports	Yes	\$4,245,781.00	\$3,740,998
3	3.7	Campus Safety and Security	Yes	\$1,623,701.00	\$1,607,937
3	3.8	School Social Workers	Yes	\$750,559.00	\$744,109
3	3.9	Health Services and Nursing Staff	Yes	\$481,543.00	\$481,230
3	3.10	Organized Recess and Supervision	Yes	\$2,437,333.00	\$2,315,753
3	3.11	Community Liaisons	Yes	\$387,240.00	\$382,721
3	3.12	Prevention Specialists	Yes	\$1,208,031.00	\$538,492

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Bus Transportation	Yes	\$3,299,908.00	\$3,316,253
3	3.14	Technical Assistance - School Attendance Plans	No	\$367,675.00	\$367,675
4	4.1	Arts Instruction Expansion	No	\$75,835.00	\$23,631
4	4.2	Dual Enrollment Course Expansion	No	\$600,000.00	\$73,045
4	4.3	MTSS - ELA and Math Intervention Systems	No	\$50,000.00	\$184,231
4	4.4	Alternative Education Professional Development	No	\$25,729.00	\$2,843
5	5.1	Art Instruction Expansion	No	\$74,110.00	\$66,611
5	5.2	Mathematics Course and Intervention Expansion	No	\$430,120.00	\$314,378
5	5.3	School Community Outreach	No	\$173,538.00	\$86,626
5	5.4	MTSS System Improvement	No	\$30,639.00	\$3,758

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$94,805,691	\$95,110,446.00	\$95,018,642.00	\$91,804.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Coaches	Yes	\$2,996,808.00	\$2,906,476		
1	1.2	Staff Professional Development	Yes	\$3,492,944.00	\$4,972,047		
1	1.3	Additional Collaboration & Instructional Time	Yes	\$22,020,541.00	\$21,168,183		
1	1.4	Technology Implementation and Support Services	Yes	\$3,823,095.00	\$3,815,130		
1	1.5	MTSS - Academic Supports	Yes	\$225,032.00	\$326,109		
1	1.6	English Learner Support	Yes	\$1,572,227.00	\$1,580,550		
1	1.7	Long Term English Learner (LTEL) Support	Yes	\$20,000.00	\$19,628		
1	1.8	Dual Immersion Program	Yes	\$2,211,335.00	\$2,850,236		
1	1.9	High School Graduation and A-G Support	Yes	\$2,804,812.00	\$3,120,150		
1	1.10	CTE Programs	Yes	\$2,996,754.00	\$2,653,318		
1	1.11	Broad Course of Study and Class Size Reduction	Yes	\$7,648,717.00	\$7,666,636		
1	1.12	Inclusion Instructional Model Support Personnel	Yes	\$1,156,216.00	\$1,232,472		
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	\$1,678,514.00	\$1,763,173		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	School Site Allocations	Yes	\$5,626,825.00	\$5,663,160		
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	\$2,444,707.00	\$2,560,956		
1	1.16	Kindergarten Support	Yes	\$1,356,619.00	\$1,264,534		
1	1.17	Enhanced Elementary Learning Opportunities	Yes	\$6,347,150.00	\$6,224,944		
1	1.18	Arts Education and Enrichment	Yes	\$807,549.00	\$911,098		
2	2.1	District Family Engagement Center	Yes	\$522,351.00	\$522,628		
2	2.2	School Site Parent Support Staff	Yes	\$1,254,001.00	\$1,178,537		
2	2.3	Communication	Yes	\$152,979.00	\$151,899		
2	2.4	Diversity and Racial Equity	Yes	\$509,104.00	\$529,787		
3	3.1	Supplemental Counselors	Yes	\$3,963,013.00	\$3,831,212		
3	3.2	Mental Health Support	Yes	\$2,632,510.00	\$2,567,558		
3	3.3	Foster Youth Community Liaisons	Yes	\$105,597.00	\$21,533		
3	3.4	Assistant Principals	Yes	\$5,687,577.00	\$4,712,900		
3	3.5	Student Deans	Yes	\$568,893.00	\$524,324		
3	3.6	MTSS SEL and Behavioral Supports	Yes	\$2,627,591.00	\$2,545,791		
3	3.7	Campus Safety and Security	Yes	\$1,623,701.00	\$1,607,937		
3	3.8	School Social Workers	Yes	\$4,500.00	\$2,500		
3	3.9	Health Services and Nursing Staff	Yes	\$481,543.00	\$481,230		
3	3.10	Organized Recess and Supervision	Yes	\$2,437,333.00	\$2,315,753		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.11	Community Liaisons	Yes	\$5,000.00	\$5,000		
3	3.12	Prevention Specialists	Yes	\$5,000.00	\$5,000		
3	3.13	Bus Transportation	Yes	\$3,299,908.00	\$3,316,253		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$206,393,898.00	\$94,805,691	0.000%	45.934%	\$95,018,642.00	0.000%	46.038%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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